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AUTHOR Kelsey, Craig; Gray, Howard
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ABSTRACT

This document describes the citizen survey process as it relates to study of the parks and recreation field. A community parks and recreation survey consists of identifying the interests, desires, priorities and awareness factors of citizens regarding parks and recreation programs, resources, and facilities as well as the nature and frequency of their participation. Chapters present information on: (1) planning a survey; (2) writing survey questions; (3) designing a questionnaire; (4) drawing a survey sample; (5) field testing; (6) interviewing techniques; (7) data processing; (8) report writing; and (9) the survey report document. Seven examples of surveys are appended. (CB)

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in Parks & Recreation

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The Citizen Survey Process in Parks and Recreation

Craig Kelsey, Ph.D.
Utah State University
Logan, Utah

Howard Gray, Ph.D.
Brigham Young University
Provo, Utah

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THE CITIZEN SURVEY PROCESS IN PARKS AND RECREATION

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Section 1

Introduction

Many parks and recreation administrators find it advantageous, if not mandatory to determine the needs, desires and interests of the community residents serviced by the parks and recreation agency. This assessment is advantageous in that the administrator can more accurately plan the provision of programs, resources and facilities that best meet the interests of the residents. This process is sometimes mandatory as in the development of a long range masterplan or for the development of a short range feasibility study. Regardless of the reason for preparing a community needs assessment, it is absolutely essential that the process be professional, accurate and cost efficient. However, many parks and recreation professionals have not been specifically trained or experienced in the survey process. With these pressures the parks and recreation administrator finds the survey process to be a profound administrative skill.

What is a Community Survey

A community parks and recreation survey is the process of identifying the interests, desires, participations, priorities and awareness factors of randomly selected citizens regarding parks and recreation programs, resources and facilities. To understand this definition more completely, the following breakdown of the definition is provided.

1. Process: The community survey is a process which requires the establishment of goals, time frames, cost factors, document preparation, data analysis as well as interview training. The process can be rather complex and time consuming if the proper format is not followed.

2. Interests: The survey attempts to identify those parks and recreation factors that are of interest to the typical citizen. Interest factors may include such concepts as the importance of parks and recreation, to the determination of what agencies should be the primary provider of parks and recreation.

3. Desires: The community survey should also isolate the parks and recreation desires of the typical community resident. These desires may include an assessment of all program ideas, possible resources as well as facilities.

4. Participations: It is important to assess what activities the residents participate in as an individual and as a family. Additionally, the frequency of participation (often, occasionally, never) is also an important factor to know.

5. Priorities: The survey can provide excellent direction by allowing the community citizen an opportunity to prioritize the parks and recreation provisions from high to low or from increase, remain the same, or decrease priority. This, of course, gives direction to the parks and recreation administrator as well as other community decision-makers.

6. Awareness: It is interesting to note what programs, resources and facilities the resident is aware of and perhaps more importantly, what items the typical resident is not aware of.

7. Randomly Selected Resident: The strength of the community survey is that the results are not biased or one-sided, but that they represent the feelings of randomly (each resident has an equal opportunity to be selected) selected residents. It is generally impossible, due to cost or time, to survey all residents;however, by using sampling techniques a representation of the community can emerge from surveying the "properly" selected residencies.

8. Parks and Recreation Programs, Resources and Facilities: The survey must confine itself to only those items of importance to the agency that sponsors the survey, including such factors as citizen attitudes on city electric costs, transportation department concerns, etc., which delutes and confuses the already delicate survey instrument and process.

What is the Purpose of the Community Survey?

In addition to the obvious benefits of the community survey already highlighted within the definition, other benefits or purposes are offered the community and the parks and recreation agency.

1. The survey provides a base of research by which planning to meet the needs of the community residents can be directed from.

2. The survey eliminates the potential of community decisions to be based on opinions, special interest group information or biased perspectives.

3. The survey results can provide short-term as well as long range planning directives.

4. The survey results can be utilized by a number of community groups (schools, etc.) rather than just the parks and recreation agency.

The primary purpose of the community survey is to provide a clear and distinct planning direction based upon the desires of the community residents and not on other "political" or "expendient" factors.

Who Prepares the Community Survey?

The parks and recreation administrator should be the primary author, director and decision-maker behind the community parks and recreation survey. The parks and recreation administrator is in the best position to determine the survey goals and objectives, imply sensitivity to the specific community concerns as well as utilize the generated results of the survey process. There are times, however, that private consultants are utilized to perform the survey process. This might be due to the lack of training or experience of the parks and recreation administrator in the survey process, or it might be due to an already existing work overload on the community parks and recreation agency. Likewise, a private firm might be seen as a more effective and time efficient method of determining the residents' desires. There are advantages and disadvantages for both the "inside" the department approach to surveying as well as the "outside" the agency approach of using private consultants. The following charts depict some of these factors.

Parks and Recreation Administrator Performing the Survey Process	
Advantages	Disadvantages
1. Already established community contacts.	1. May not be trained in the survey-research process.
2. "More" sensitive to the community.	2. May not be able to provide the needed objectivity.
3. Has invested interest in the survey process.	3. May not have the time to perform the survey.
4. Is professionally trained in parks and recreation.	4. Survey may appear to be self-serving.
5. Will make greater use of the survey results.	5. May proceed on a hot and cold basis.
6. Lower cost to the overall survey process.	6. May create costs that are not necessary due to lack of training in the process.

Contracting With Outside Consultation Firm	
Advantages	Disadvantages
1. May have past survey	1. Does not have vested

research experience. 2. Is an "outside" reviewer which may provide greater credibility. 3. May have sophisticated equipment (computers). 4. Task will be completed by pre-established time frame. 5. Finished product may look very professional.	interest in community. 2. Is not sensitive to local community factors. 3. May not understand "sensitive" interests of local community leaders. 4. Cost is higher. 5. Flexibility is not always possible.

Due to the peculiarities of the local community, the community decision-makers would be best suited for determining who should prepare the community parks and recreation survey.

How Long Does The Survey Process Take?

The time frame to complete the community survey is dependent upon a number of factors which include the following:

1. Geographic Size of the Community: Usually the smaller the community, the less time required to perform the community survey.

2. Population Survey of the Community: Usually the lower the community population base the less time required to perform the community survey.

3. Monies Available for the Survey: Generally the greater the amount of money available the less time required and hence, the less amount of personnel time required to complete the task.

4. Survey-Research Skill: If the primary author is experienced at community surveying, the time required to complete the task will be reduced.

5. Community Support: The survey will take less time to complete if local government leaders support the concept and make available information and money.

6. Primary Authors Time Frame: If the primary author "squeezes" the survey process between other assignments the process will take longer.

A general statement may be made regarding the overall time to complete the community survey process. A community parks and recreation survey will probably take three months of part-time effort to complete and as little as one month full-time to

and the other factors mentioned.

How Much Does The Survey Cost?

Again, a number of factors will alter the cost of the survey such as:

1. Geographic size of community
2. Population size of community
3. Use of outside consultants
4. Accuracy of survey results desired
5. Depth of survey results desired

However, a general cost equation can be applied to the cost of a community parks and recreation survey. Generally, the cost of a survey that is accurate in detail and provides the type of depth desired by most communities can be determined by applying the following equation:

Private Consultation Firm: $.10 x Number of Residents = Total Cost of Community Survey

Parks and Recreation Agency: $.02 x Number of Residents = Total Cost of Community Survey

Therefore, if a private consultation firm was hired to survey a community of 26,844 current residents you could expect the cost to be $2,684.00. If the parks and recreation agency was to perform the survey process for the same sized community the cost would be $536.88. The private firm would perform 100% of the survey task, from survey conceptualization to the finished document including a presentation to local community leaders. The cost for the parks and recreation agency does not include the specific time of the administrator or of the employees who would be required to assist in the process.

Who Uses The Community Survey?

The parks and recreation community survey is prepared for primary use by the parks and recreation department and by the local community decision-makers. However, its usage can be directed to every resident in the community in its effects upon planning and program development. Ideally, the following groups would make use of the community survey:

1. Parks and Recreation Department: To determine the very specific direction that planning and development should take.

2. Community Leaders: To determine budget priorites, land

acquisiton and community leader attitudes regarding future parks and recreation direction.

3. Community Decision-Makers: To determine growth aspects of other agencies such as road configurations, residential zoning and commerical sites.

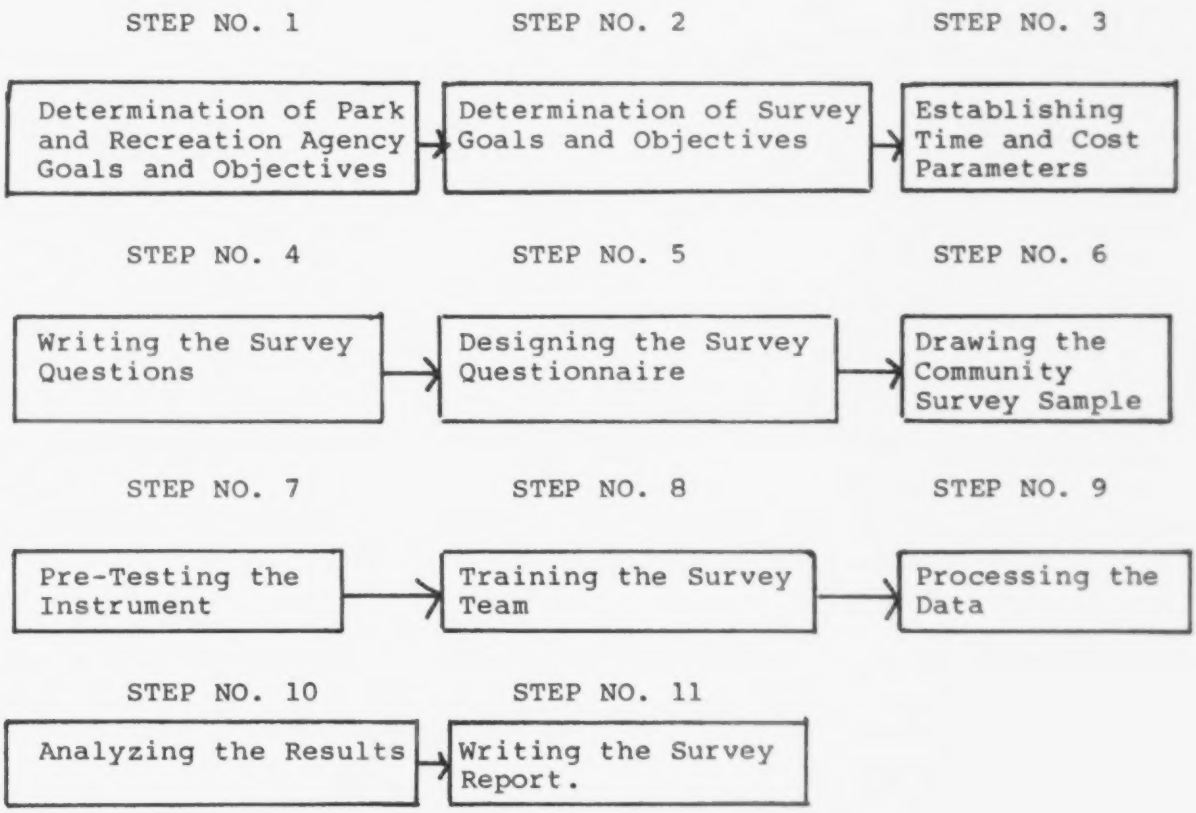
4. Community Groups: To determine donations for future growth or volunteer efforts in relationship to determined priorites.

5. Lay Citizen: To determine the direction of growth of the communty parks and recreation so that the citizen is informed and involved.

6. Other Groups: To use for promotion of the community (commerce), to determine growth of playgrounds (schools), to determine resident interests (business), etc.

The Community Survey Process

The community parks and recreation survey will generally follow the flow chart depicted below:



Section 2

Planning the Survey

The first task in the preparation of the community parks and recreation survey is the establishment of the goals and objectives of the survey sponsoring agency. The survey's depth and breadth will be directly related to the scope of the parks and recreation agency's goals and objectives. The more encompassing the agency's goals and objectives then the greater the scope of the proposed survey. For example, if a parks and recreation agency established as one of their goals the following.

> GOAL ONE: To be the primary provider and developer of recreation programs and activities for community residents.

Then the survey's goals and objectives must be established so that an assessment of all of the variety of recreation programs and activities can be determined. However, if the parks and recreation agency has more restricted goals such as:

> GOAL ONE: To provide community residents with appropriate outdoor recreation activities within the available community resources.

Then the survey would limit itself to only those activities that are "outdoor" in nature and that are within the resource provision of the community.

What are "Typical" Parks and Recreation Agency Goals and Objectives?

The question then becomes, what are "typical" parks and recreation agency goals and objectives? The answer to this question is as diverse as the variety of parks and recreation agencies that exist. However, described below are a variety of "typical" goals and objectives that have been established for a variety of parks and recreation agencies.

Resource Goals

1. To effectively manage the community's natural resources, to provide appropriate park and recreation opportunities by development actions, according to the appropriateness of the resource and the character of the activity.

2. To insure that parks and recreation programs and resources are compatible with land use policy and practice within the community.

3. To be responsible for managing all remaining species of

wildlife at appropriate population levels within the appropriateness of parks and recreation sites.

4. To upgrade the community's entire parks and recreation environment.

5. To protect, preserve, use or develop the community's outstanding scenic attractions according to their capacity.

6. To develop and protect the community's natural and historic areas and sites.

7. To increase and enhance parks and recreation opportunities by providing maximum multi-use of parks and recreation resources.

Participant Goals

1. To ensure high health and safety standards at all parks and recreation sites within the community.

2. To provide opportunity for full parks and recreation participation opportunities without regard to age, race, religion, gender, or economic circumstances.

3. To provide new and traditional parks and recreation experiences for present and future community residents.

4. To develop and improve parks and recreation programs for the handicapped and disadvantaged.

5. To reduce the cost of providing parks and recreation facilities and resources.

Parks and Recreation Community Survey Goals and Objectives

Once the agency has determined its goals that guide the agency on a day to day basis, the survey goals and objectives can be established. To illustrate, identified below is a chart which depicts an agency goal and its corresponding survey goal.

Parks and Recreation Agency Goals and Objectives	Parks and Recreation Survey Goals and Objectives
1. To provide for community residents appropriate recreation programs and activities that: a. are varied in selection b. open to each age group c. are scheduled effectively	1. To determine the community residents' interests in the following recreation program and activities (list program and activities) and to determine if the residents feel that:

a. they are varied in selection
b. open to all age groups
c. are scheduled effectively

Other survey goals and objectives could be established for the agency goals, for example, rather than assessing if the programs are scheduled effectively, the survey may attempt to determine "what are the best times to have the programs scheduled for." Once the specific survey goals are determined then the survey will have structure and the process may proceed forward in a clear and consistent fashion.

Depending upon the community, a number of specific survey goals and objectives can be suggested. Those goals and objectives will answer the most basic questions asked in a community regarding the parks and recreation provision service.

Parks and Recreation Survey Goals
1. To determine the community resident's attitude regarding what agencies should be responsible for the provision of parks and recreation services and to determine the order of agency provision.
2. To determine the community resident's awareness of currently provided parks and recreation programs, resources and facilities.
3. To determine the community resident's usage of the currently provided parks and recreation programs, resources and facilities. To further determine the usage by group (individual, family, etc.) and by amount (often, occasionally, seldom, never).
4. To determine how much time the community resident participates in parks and recreation services and the place that the time is spent.
5. To determine the current service priorities as recommended by the community resident.
6. To determine the future service priorites as recommended by the community resident.
7. To determine the community resident's attitude regarding current and future funding of current and new parks and recreation services.
8. To determine the demographic makeup of the community residents participating in the survey.

Determining the time and cost factors of the survey is based upon the extensiveness of the goals and objectives. Therefore, the goals and objectives of the survey should be established with as much "idealism" as possible and then modified to the extent necessary to account for the time frame available and the total survey dollars available. As a general rule, the more information desired, the greater the cost and time required.

Section 3

Writing the Questions

In preparing the community needs survey, one of the most difficult, and yet necessary aspects is the process of writing the survey questions. The survey questions represent the backbone of the survey because the questions are those items in which information is generated from. The process is difficult because so many errors can be made in an attempt to prepare the question that will generate the type of information desired yet not be bias or misleading in context. For example, the question is asked:

"Do you still beat your children?"

Besides the inappropriateness of the question and the lack of relevance to parks and recreation, the respondent can not answer the question without recrimination. If the respondent answers, no, it implies that the person at one time did in fact beat their children. If the respondent answers, yes, it is expicit that the person does still beat their children. Either way, the question is phrased in such a manner that the results of the question will be biased. The question writing process is also very necessary in that the very purpose of the survey is to have respondents answer specific questions, which are deemed necessary and essential to providing an improved "quality of life" atmosphere.

There are four primary considerations that the parks and recreation professional must deal with in order to write the survey questions.

1. What kinds of questions can be asked?
2. What form should the questions take?
3. What should be the content of the questions?
4. How should I sequence the questions?

The following sections should answer each of these critical concerns and provide sufficient examples so that the parks and recreation professional can prepare the questions specific to that professionals needs.

Kinds of Questions

There are four kinds of questions which can be asked in a community survey. They are:

1. Fact Questions
2. Opinion and Attitude Questions
3. Information Questions
4. Self-Perception Questions

The fact question asks the respondents to provide information about themselves such as their age, gender, income, educational

level, marital status, or number of children living at home. The purpose of fact questions is primarily to verify the representativeness of the sample of selected survey respondents and to profile the results of the survey by basic comparison factors. Fact questions require little thought or judgment on the respondent's part and do not allow extensive variation.

Opinion and attitude questions ask the respondent about their feelings, beliefs, ideas, misconceptions and presuppositions. The purpose of these types of questions is to determine how the respondent feels about an issue at that point in time. A typical opinion or attitude question might be:

> "In your opinion, who should have the primary responsibility for providing recreation programs for community residents?" (check one)
>
> _____ city government _____ churches
>
> _____ county government _____ private business
>
> _____ school system _____ volunteer group

Information questions ask the respondent what the respondent knows, how much that person knows, how they happen to know that information and when they first knew that information. Information questions may run counter to attitude questions because people will often feel a specific way in spite of specific knowledge about an issue. A typical information question might be:

> "Which of the following facilities are you aware of?" (check each one that applies)
>
> _____ Community Recreation Center
>
> _____ Philmore Park
>
> _____City Swimming Pool

Self-perception questions ask the respondent to evaluate aspects about the person's own behavior in relation to other factors. A person's self-perception is the reporting of facts colored by attitudes. For example,

> "Has the City Parks and Recreation Program met the recreational needs of your family?"
>
> _____yes _____no _____don't know

The respondents must first be aware of the facts regarding their family's use of the city program and then make a personal judgment regarding their attitude and their family's needs.

Forms of Questions

Questions can take one of two different forms, either unstructed in style or structured in style. The unstructured question consists of those questions which are open-ended or free in response. The respondent is free and encouraged to respond without controls. An example would be:

> "What is your opinion of the city's parks and recreation program?"

The respondent can state any type of response without being restricted. The value of this form of question is that you receive a completely free and unrestricted response. The problem with unstructured questions is that they are very difficult to tabulate. The purpose of this form of question is to discover unknown information that is so variable that categorization is impossible.

The structured questions require the respondent to answer to a fixed alternative response. The purpose is to gather information that can be specifically tabulated. Structured questions only allow respondents limited options such as yes, no, or to check a specific response, such as:

> "How do you feel any new city recreational facilities should be operated, staffed, and maintained?"
>
> _____ taxes _____ user fee _____ don't know
>
> _____ bonding _____ donation

The majority of parks and recreation survey questions should be structured in form with still an unstructured option available at the end of the survey.

Content of Questions

The actual way that a question is written is critical. This content (wording) allows the surveyor to receive the information in depth or to bias the questions to the point that the survey is unusable. There are a number of cautions that must be taken in order to avoid making the questions:

1. Ambiguous
2. Misperceptive
3. Loaded
4. Emotionally Charged
5. Embarrassing
6. Lengthy, or
7. Esoteric

Ambiguity in a question is when the question has been written in such a way that subtleties are lost and hence, the meaning of the

question is lost. For example:

Ambiguity	Question	Reason
Incomplete	"Did you vote in the last election?"	What elections: city, national?
Impressive	"How concerned are you with 8% unemployment?"	What does concerned mean, and is 8% high or low?
Indefinite in Time	"How often do you vote?"	In national elections, in the last year or last four years?
Indefinate Comparisons	"Do you think the City of Logan's water law is fair?"	Compared to what?
Simple Words	"Are there any voters living around here?"	Where is "around here?"
Complicated Words	"Do you feel the government should amortize...?"	What does that big word mean?
Generalizations	"Do you believe that most low income people are Democrats?"	What's low income?

Misconceptions are words that lie outside the respondent's experience and have no meaning for that person, and therefore may cause a misperception. For example, the question:

"Should the city bond for a new swimming pool?"

Many people do not know what the word bond means, or they might have heard that word and believe it means permanent tax increase.

Loading is when the question is written in such a manner that one response appears to be more desirable than another. For example:

Loading	Question	Reason
Unfair Alternative	"Some people say Logan is spending too much money on recreation. Do you agree?"	Loaded in favor of the proposition that current expenditures are too excessive.

Maligning	"Do you think we should waste any more of the city's money building recreation programs?"	Using the word waste.
Omitting Names	"John Jensen is one of the candidates for mayor. Who is your choice in that race?"	Bias toward one individual.

Emotionally charged questions is the utilization of words which distort the meaning of the word. For example:

1. Stereotypes: "Congressman Jones, is a suspected Communist...?"

2. Prestige Linking: "President Kennedy's farm program ..?"

Embarrassing questions are those questions stated in such a way that the respondent is embarrassed into a specific response. For example:

"You don't believe that... Do you?"

Esoteric or special wording in questions assumes the respondent has more knowledge than the respondent may actually have. This is difficult to avoid if there is only one word that is used in standard form but may still not be generally understood. For example: bonding, mil levy, etc.

Lengthy questions tax the respondent's comprehension and exhaust the indivúdal's patience, such as: "Now, looking at the following list of recreational activities inside the specific category identified, that are available within the city, please rank those activities from 1-6 with 1 being the most amount of time spent in that activity and 6 being the least amount of time spent in that recreational activity."

Lengthy questions may consist of the following types of problems:

Length Factor	Reason
Labored	The question is so long that the respondent misses the point.
Two-Part	"Do you think mayor Jensen should run again, or could the Democrats find a better candidate?"
Colloquialisms	Words that change meaning over a period of

	time. (wrap: clothing or discussion)
Slang	Words not universally understood. ("pebble cruncher": infantryman)
Double Negatives	"Which one is not...?"

Sequence of Questions

The sequence of the questions is critical. If the survey starts with questions that are very difficult, there is a certain percent of respondents that will not complete the questionnaire. Likewise, if the sequence of questions is not logical or mixed up, it is difficult for the respondent to complete the survey. Therefore, the general sequence of the survey questions should follow this four stage sequence:

1. Introduction: Statements or questions that are capable of creating a good impression,are relatively short, realistically worded and non-threatening. It should be serious, neutral and pleasantly firm.

2. Warm-Up Questions: The next sequence should be a set of questions which serve to build rapport with the respondent and also provides the interviewer with needed information.

3. Body of Study: The third sequence consists of those questions that are critical to the survey and consist of the "meaty" questions.

4. Demographic Characteristics: The final set of questions are the demographic (gender, age, income, etc.) which give the survey relevance and allow profiles to be built of the typical respondent. A respondent is more likely to answer these questions at the end of the survey because they have invested time in completing the survey to that point in time.

Section 4

Designing the Questionnaire

The community needs survey process is greatly enhanced by providing the survey respondent with a questionnaire that is designed in such a way that the actual questionnaire format facilitates the survey process rather than complicates it. Very obvious, as well as subtle features of a questionnaire can become critical and determining features of the survey completion and accuracy process. As one example, if the survey questionnaire is not sufficiently spread out and uncluttered then the respondent can become confused and frustrated and there is a greater probability that the questionnaire will not be completed. From visual sight the survey appears to be to great a task to complete. There are six features that will aid in the questionnaire design process:

Four-Part Questionnaire

A standard format has been established from survey research experience which indicates that a questionnaire should be laid out in a four part design. The following chart identifies the four part sequence and the rationale for each.

Sequence	Purpose
1. Introduction: An explanation as to the purpose of the survey and the agency that is sponsoring the survey. Additionally, introductory material might include the use that will be made of the survey results.	1. The purpose of the introduction is to answer the unasked questions that initially entered the respondent's mind. 1. Why have I been selected? 2. What is this survey about? 3. Who is doing the survey? 4. How will the results be used? 5. Will people know how I responded? 6. How long will this take?
2. Warm Up: The second phase consists of questions that should build rapport and warm the respondent up to the survey group. Questions should be easy to answer and not particularly controversial at this point.	2. The purpose of the warm up is to allow the respondent to feel good about the survey process and to feel comfortable with their ability to be successful at completing the questionnaire. Additionally, the respondent needs to feel that this process will be purposeful.

3. Body of Study: The third phase should consist of the actual body of the survey, those questions that are critical, and to provide the researcher with the type of information necessary.	3. The purpose of this phase is to generate usuable information. The questions should be clear and to the point of the survay goals and objectives. It should be clear on how to answer these questions. (yes, no, check here, etc.)
4. Demographics: These are questions that deal with the respondent's age, gender, marital status, income, length of residency, number of children in the home, geographic area of the community.	4. The purpose of demographics is to profile the results so that the results can be compared to a typical resident in the community. Additionally, specific items may be analyzed based just on demographic information such as geographic area of the community.

Number of Questions

The questionnaire must contain the necessary number of questions so that accurate and usable results will emerge. However, the number of questions must be realistic to the population surveyed and the method of surveying. Generally, an interview styled survey, one in which the survey interviewer sits with the respondent and the interviewer asks the questions and fills out the survey questionnaire can consist of as many as 90-100 questions with great detail in some of those questions. However, if the survey is going to be handed to a participant as they enter a parks and recreation complex and the request is for the respondent to complete the survey at that moment, then the survey questionnaire can not exceed one page, one side. This will require three minutes to respond to the questionnaire. The minimum time you should ask a respondent to complete a survey is three minutes -- this allows enough time for the respondent to answer the survey accurately and with serious intent. Do not exceed 30 minutes in an interviewer type survey. The respondent will become fatigued and lose interest in the questionnaire. The questionnaire developer must be sure how much information they desire and how many questions that will require. A rule of thumb is to make the number of questions fewer in number unless an interview process in utilized.

Sequence of Items

The questionnaire questions should follow a logical sequence of items so that the respondent's thought process is not taxed nor is the individual confused. Several logical sequence systems have been developed that the questionnaire designer may utilize. They are:

Sequence	Method	Example
1. Subject Related	The questions are sequenced by subject and the subjects are sequenced into a flow pattern.	The subject is sports with the questions asked about individual sports first, followed by dual sports. The subject is now completed and a another subject follows but it should be related to the sports concept such as arts-individual and group.
2. Simple to Complex	More simple questions are asked first followed by more complex questions that are related.	Simple: Should a 50 cent fee be charged for entrance into the Community Recreation Center? yes___ No___ Complex: Keeping in mind those facilities you would like increased, how do you feel the increased facilities should be financed? Tax Increase _____ Bonding _____ User Fee _____ Donations _____ Special Districts _____
3. Short to Long	Short questions are asked first and the questions become increasingly more lengthy (and probably complex) in style.	Short: Is recreation important to you? yes___ no___ Longer: Does the recreation program meet your needs? yes___ no___ Does it meet the needs of your family? yes___ no___

		Long: Do you feel that the county should increase, remain the same or decrease the number of the following facilities. Also, tell whether or not the users of these facilities should have to pay a fee for using them.
4. General to Specific	The sequence of the questions move from general concepts to more specific concepts as the respondent moves through the survey instrument.	Question 1: "How important is the public recreation and parks to you at the present time?" Important_____ Not Important_____ Question 75: "Pick three programs under each of the following categories which are most important to you, and rank them 1 (most important), 2 (next most important), 3 (3rd most important).

Spacing Among Items

The questions and instructions to questions should be spaced so that the document is not cluttered or has a sense of "darkness" or "compression". The spacing must be sufficient that the reader is not strained but also not so much space that the reader becomes lost in an attempt to proceed from one question to another. Some basic spacing guidelines include:

1. Space the questions so that they are spread out and uncluttered.

2. Create a new line for each new question.

3. Provide enough space for open-ended questions.

4. Keep the document as short as possible but still reaching the goals of the survey.

5. Keep items in a consistent format and question style. Don't alter from yes, no type to opinion or attitude type.

6. Keep items sequenced in a logical fashion.

Paper Selection

The selection of paper would not appear to be a major consideration, however, several sufficient goals can be accomplished by the selection of the proper paper.

Paper Color	1. The color of the paper can make the questionnaire more appealing to the respondent. 2. The color of the paper allows the paper to stand out from other paper that the respondent has. 3. The color of the paper can be used to code the survey instrument. For example, different colors are used for different geographic areas.
Paper Stock	1. The more firm the paper, the more the respondent can "feel" the questionnaire and it stands out from other paper. 2. The paper stock should be cost effective yet withstand the rigors of several people handling the instrument.

Questionnaire Symbols

Various symbols used on the questionnaire can greatly aid the reader and the survey designer. Such symbols as arrows, boxes, and lines should be used to help the reader find the proper sequence of questions as well as the proper place to answer. Symbols could include:

Codes	Coding are symbols used by the researcher such as a survey number or a question code number that enables the researcher to computerize the results of the survey.
Directions	Such as "circle one", "check one" or "put an x in the box" are necessary symbols that can be used.
Answer Spaces	Boxes, brackets or lines where the answer will be placed should be provided and consistent throughout.

Directional Arrows	Have a set format for contingency questions, for example: "Have you ever belonged to the Recreation and Parks Society?" ( ) Yes ( ) No If yes: "Have you ever held office in the society?" ( ) Yes ( ) No Office

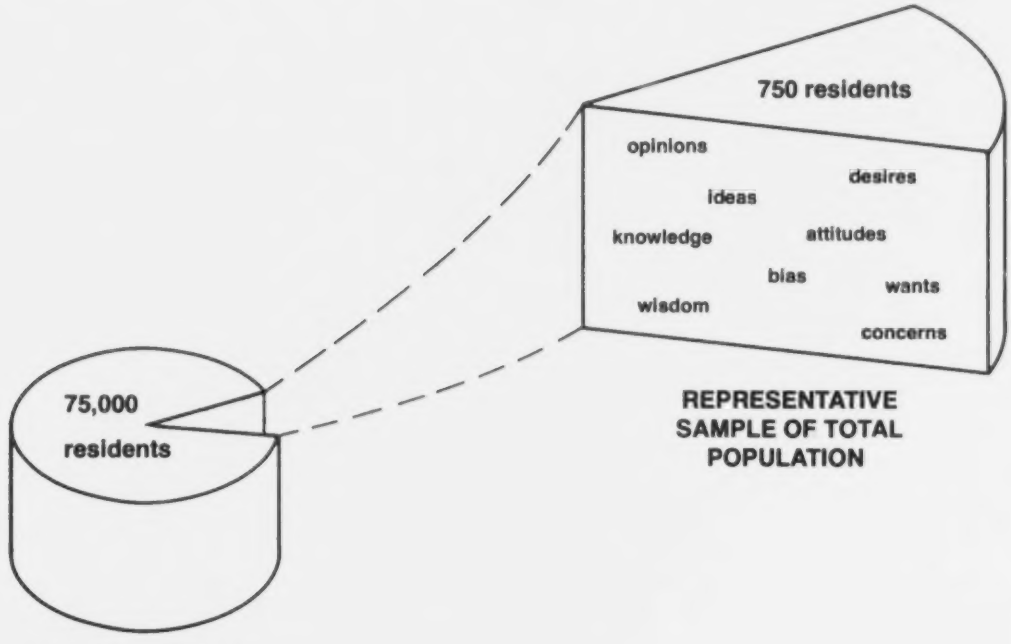
End the questionnaire with a conclusion statement as simple as "thank you" or information on where to mail the completed questionnaire.

Section 5
Drawing the Sample

The primary value of a community survey is that the researcher is able to draw a random (non-biased) opinion from local community residents. There are many ways in which opinion can be sought from non-random groups, such as special interest groups and to a large extent public hearings. A typical parks and recreation director will have received comparatively large amounts of information from small amounts of people. However, to obtain a "true" reflection of what the "typical" community resident feels, the survey must reach the average citizen. The best method of obtaining this random input is by sampling procedures.

What is a Sample?

Sampling is a procedure by which the researcher can infer the characteristics of a large body of people (a population), even though the researcher interviews or surveys only a few persons (a sample). To help illustrate this point, a city might have a total population of 75,000 residents but it is impractical (due to time and cost) to survey 100% of the population. However, the entire population has a collective set of opinions, ideas, desires, attitudes, knowledge, wisdom, bias, wants and concerns. In order to determine the portion of opinions reflected throughout this entire population, a smaller number, perhaps 750 residents, are interviewed or surveyed. To the extent that the 750 are representative (have the same characteristics as the total population) of the total population, the results will be usable and reflective.



The major concern in a formal survey is that the number and kinds of people in the sample be sufficiently representative of the whole population to enable the surveyor to make sound generalizations about the total population.

How Many People Should Be Surveyed?

How does a researcher select the proper number and kinds of people? To determine the number of people to be included in the survey, the researcher must answer the following questions:

1. How much money can be spent on the survey process? The more people surveyed, the higher the total cost.

2. How much time can the survey process take? The longer the process, the more difficult the surveying it becomes.

3. How much error and confidence does the surveyor desire? Sample error refers to the degree of difference between an exact representation of the sample to total population, and degree of confidence refers to the level of confidence that, within the range of sampling error, the representativeness is accurate. The following chart will help the researcher determine how many people should be in the sample.

Sample Size for Several Degrees of Precision
(100,000 Population)

Tolerated Error	Confidence Limits	
	95 samples in 100	99 samples in 100
1%	9,604	16,587
2%	2,401	4,147
3%	1,067	1,843
4%	600	1,037
5%	384	663
6%	267	461
7%	196	339

To select the number of people to be in the survey determine how much tolerated error is acceptable to you. The tolerated error means that the results are accurate give or take a certain percentage. For example, 86% of the respondents desire a new outdoor swimming pool. The community survey was given in a city with a population of 100,000 and 1,100 citizens had been randomly

selected for the survey. Therefore, the tolerated error is 3%. So the results are accurate (86%) give or take 3% (83% to 89%). The confidence limits indicate how many cases out of 100 that the results apply to. In the example the results are accurate in 95 out of 100 cases.

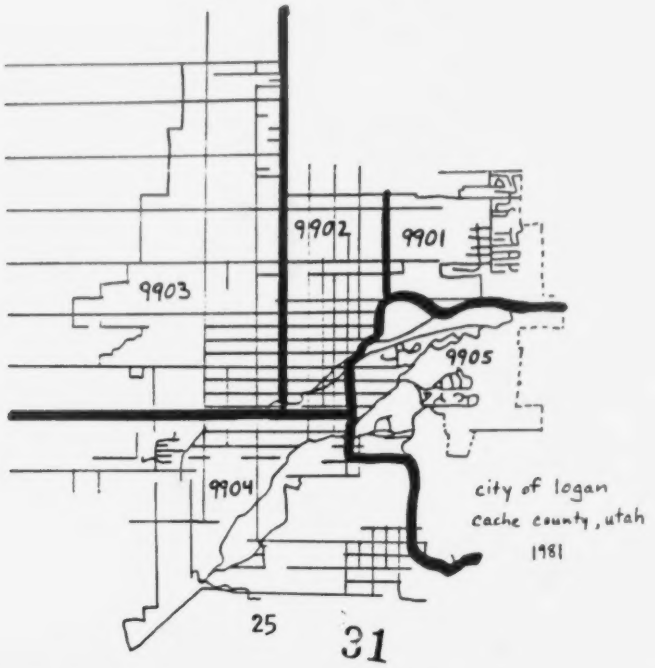
It is obvious that the more people surveyed, the more accurate the results. However, time and money dramatically reduce the number of people that can be surveyed.

What Kinds of People Should be Surveyed?

Now that the researcher has determined the number of people that must be surveyed, the researcher must now turn his attention to the kinds of people that should be surveyed. If the researcher decided to survey 1000 people and then went through one section of the city, the results would not be accurate because other residents in other parts of the community have not had an opportunity to give input, and there will exist a difference in economic as well as social characteristics. Therefore, the kinds of people in the survey must be reflective of the kinds of people in the community. The most efficient method of selecting the proper kinds of individuals to be in a survey is to perform an area sample. The procedure is as follows:

1. Obtain the latest U.S. census population data sheets and the census tract are maps. (This information is available from the city, county, state, or federal planning office, or from the U.S. Census Bureau. Also most libraries have this information.)

2. Determine the number of residents that live in each of the different census tract areas.



3. Determine the percent that each census tract area population represents of the total census population.

Census of Zone	Population in Zone	% of Population
9901	6,313	23.52
9902	7,706	28.71
9903	5,494	20.47
9904	2,730	10.19
9905	4,580	17.08
TOTAL	26,844	100.00

4. Choose the tolerated error and confidence levels that are acceptable to your survey. Again, this is a function of money and time.

5. Determine the total number of people that need to be surveyed.

6. Draw the sample size from each area that the census areas population represents of the total population.

Section 6

Field Testing

After the survey instrument has been developed and the sampling procedure completed, the sponsor of the survey is prepared to go into the field. However, a number of preparations must be made so that the field experience is successful. One of the major errors made in the survey process is the lack of field preparation. It is critical that each of the factors identified is followed so that unseen errors and problems may be avoided.

Pretesting

The first necessary step is to pretest the survey instrument. This is the process of taking a small number of the surveys and actually completing the survey processin order to work out any "bugs" or problems with the survey or the sample population. These actual responses help to determine if the survey instrument has clarity and to determine if the core of the survey is understandable.

Usually thirty surveys are sufficient to determine if any errors exist in the instrument or process. Less than thirty responses may not identify a clear pattern of problems, with more than thirty no new information is identifiable. A debriefing session should be held in which the surveyors discuss the following areas:

1. general and specific misunderstandings
2. poor wording
3. inconvenient spacing
4. awkward format
5. subject matter confusion
6. length and design of questionnaire

The results from the pretest should be tabulated to demonstrate that the results will be obtainable and usable. If the surveyor does not tabulate results, unknown errors will not be known until the end of the survey process. After the debriefing session from the pretest and the pretest results are tabulated, then any alterations that have become necessary should be made. If the alterations have been major or lengthy, then a new pretesting process should be performed. However, if only minor changes are identified, then a new pretesting process is unnecessary.

Interviewer Kits

Each individual that will be assisting in the interviewing or survey process should be supplied with an interviewer kit. the interviewer kits must be prepared in advance and contain very specific items. The following are the necessary components of the interviewer kit:

1. Appropriate number of surveys for the field worker (for example, if the assignment is to survey 60 locations then they need 60 surveys) plus a 10% error coverage survey (6 additional surveys which can be utilized as some of the survey instruments will be unusable due to respondent error, loss or damage).

2. A map of the interviewer's area which is readable and set up on a grid format and where boundaries are clearly identified.

3. A city or county map so that the surveyor may find locations in a larger geographic area, if necessary

4. A clipboard and pencils (if appropriate). Many surveys are filled out by the surveyor and a convenient writing surface is necessary. Additionally, the surveyor will need to write down addresses.

5. A call back list sheet should be provided which identifies the addresses of those houses in which a survey was left so that the surveyor can return to obtain the completed survey.

6. Appointment cards (if appropriate). Occasionally, the survey process requires the surveyor to return to the address at a specific time to pick up the survey instrument or to interview the resident. When this is the case, the surveyor can leave an appointment card as a reminder.

7. Identification badge. To assist the surveyor and the respondent in feeling comfortable, the surveyor should be supplied with an official looking identification badge that can be worn where the resident can clearly see it. This will enable the surveyor and resident to interact with greater ease.

8. Expense sheets should be included if the surveyor is to be reimbursed for mileage, food, lodging, or other expenses. Regarding this matter, the surveyor should know beforehand what expenses are reimbursable.

Field Assignments

A master control sheet should be developed that identifies the areas that are being surveyed, the names of the person responsible for surveying that area, and also the number of surveys required from that area. A reassignment list should be attached to the master control sheet so that if last minute adjustments must be made a plan has already been developed to handle the situation. Also as a part of the master control sheet there should be a check-in schedule so that all interviewers are

accounted for at regular times during the field assignment period. If each surveyor is asked to check in once every hour or two at a regularly scheduled time sequence greater control is maintained. Additionally, a greater safety process is developed by the regular check in system.

Trouble Number

Establish a survey command post with a telephone manned during the survey period. The telephone should be answered by a qualified official of the study to perform the following:

1. Answer surveyor's questions that arise in the field.
2. To keep track of the field workers check in schedule calls.
3. To answer lay citizen concerns or questions that are generated by the survey proess.
4. To assist a surveyor with difficulty (car trouble, lost location, need for more surveys, etc.).

Interviewing Period

The interviewing period should be short with a maximum of five days as the longest time period permissible. If the survey exceeds this time period there is a greater likelihood that community or world events will interfere with the results of the survey. Additionally, the shorter the time frame the fewer the loss of interviewers or surveys, the higher the surveyor motivation and surveyor knowledge, then less the likelihood of current events contaminating the results. Ideally, the survey process should be completed in a one day time frame with a larger number of surveyors assisting.

Time of Interviewing

As a general rule, the surveying process should not occur before 9:00 am or after 9:00 pm. The earlier time frame interferes with family organization of the day and the later time frame is generally inappropriate in most communities. To be effective the survey process should use different times of the day so that a greater variety of respondents are found at home.

Clean Up Requirement

All assigned surveys must be returned and the master control sheet can assist the administrator in keeping track of the survey numbers. If illness or irresponsibility of a surveyor occurs, a clean up process will be required. Generally, the most efficient

way to handle a clean up process is to use a small group of surveyors to clean up the selected area immediately as soon as a problem or situation is identified. The major concern is that the survey process still maintains credibility and completion as necessary.

Verification Process

A verification process is necessary and can be completed early if the following guidelines are in place:

1. Have the surveyor count the number of surveys completed and verify that the number corresponds with the number needed from that area.

2. Have the surveyor look through the surveys to identify if any surveys have not been completed or appear to be unusable.

3. Debrief the surveyor to determine if any major problems occurred during the survey process to determine if the survey process was followed appropriately.

4. In some cases the administrator may choose to call a particular resident to verify that the resident actually completed the survey. Do this while the surveyor is present so that any problems may be solved immediately.

Section 7

Interviewing Techniques

As the administrator prepares the survey to be taken into the community, one of two different approaches will be utilized. Either the surveyor will leave the survey instrument with the respondent and the surveyor returns later (that evening or the next day) to retrieve the survey document, or the surveyor will actually spend time face to face with the respondent and complete the survey "with" the respondent. The difference between approaches are critical and can be seen in the following chart.

Survey Left With Respondent		Interview Technique Used	
Advantages	Disadvantages	Advantages	Disadvantages
1. Limited time commitment	1. No control for question confusion	1. Very accurate in survey content	1. Very time consuming
2. Ease of administration	2. No control over who completes survey	2. Control over survey respondent	2. Requires greater surveyor training
3. More effective use of time (more surveys dispursed in less time)	3. Increased loss of survey or lack of survey completion	3. Greater depth in survey is possible	3. More expensive

Survey Drop Off Approach

The majority of inexpensive surveys use the drop off approach to survey instrument dispersion. The primary reason for its use is the expense and speed with which the survey can be administered. If the drop off approach is used, the following guidelines should be followed.

1. Standardize the door approach used by the surveyors. Keep the door approach simple and short, but convincing.

2. Standardize the time that the respondent has to complete the instrument. Indicate that the survey will be picked up (left in the mailbox or on the porch) in one hour or the next day.

3. Provide the respondent with a phone number that can be called if, while completing the survey, they need assistance.

4. Have the surveyor verify that the respondent can complete the survey within the time frame specified.

5. Predetermine the procedure for unreturned surveys. For example, survey the next house or make three attempts to collect the survey and then survey the next house.

As can be seen, the drop off approach is easy and fast, but it also produces a greater loss of control. However, it has been used as an acceptable trend survey approach with generally reliable results.

Interview Approach

The more complex interview approach is often used but this process requires greater surveyor training, has a greater time element and generally a greater cost. Three major factors must be provided when the interview approach is used: briefing interviewers, training interviewers and debriefing interviewers.

Briefing Interviewers

Prior to the interviewer going into the field, the interviewer must be completely conversant with the survey instrument, questions asked, rationale for asking those questions, and a systematic method of answering questions. Because the interviewer will spend time with the respondent, greater interaction wil occur and the surveyor must be prepared for this situation. Allow the surveyor to inspect the survey instrument and spend time with other interviewers discussing the actual survey instrument so there is a common understanding between all surveyors. Additionally, the surveyors should have an opportunity to "role play" or "simulate" the interview process. The purposes of the simulated interview are:

1. to practice the door approach to obtaining an interview.

2. to practice "stock answers" to predictable questions which will be asked.

3. to practice filling out the survey instrument.

4. to practice answering the unpredicted questions in a non-biased fashion.

5. to practice the interaction process so that the interviewer feels comfortable.

6. to practice the time frame of the interview process (not to exceed 30 minutes, etc.)

7. to practice the specific interviewer techniques outlined in

the following section.

Training the Interviewer

Because interviewers are human they bring to the interview process their individual personalities and abilities. Additionally, their differences can cause an "un-equalized" interview process. Because of that, the interviewers need to be trained in specific interviewing techniques or principles in an attempt to keep each interviewer relatively the same in approach and interaction. Some basic interviewer attitudes are:

1. Be Neutral: record information without suggesting an answer or inferring judgements.

2. Be Impartial: record information without showing or causing the respondent to feel different than any other respondent.

3. Be Casual: record information without acting overly concerned or at the same time uncaring or uninterested.

4. Be Conversational: record information without talking too much or too little. Maintain the appropriate amount of conversation.

5. Be Friendly: record information while placing the respondent at ease so the respondent will feel comfortable in providing information.

Additional helps include:

1. The first meaningful response is usually the true response.

2. Do not record the answer "don't know" if the person is collecting thoughts and is slow to answer.

3. Record comments just the way the respondent provides them.

4. Record "yes" or "no" responses as such, even if the respondent states "yes, if..."

5. Ask for specific comments if comments are vague (it's okay).

6. Keep the pace moving and do not allow too much time between questions; the respondent may become bored.

7. Ask all questions on the survey.

8. The surveyor should record the responses.

9. Keep the respondent on track regarding the survey questions and do not allow the respondent to fade from the question.

Debriefing Interviewers

After each interviewer completes the specific assignment area a debriefing session should occur in which a number of specific factors are reviewed.

1. Double check to see that the area was completed.

2. Review the survey instruments to determine if unusable surveys exist.

3. Review to determine if major errors seem to be present or if suggestions have emerged from the survey process.

4. Activate any follow-up or back-up procedures, if necessary.

5. Prepare the surveyors for coding if a hand tabulation approach is to be used. (see next section)

Section 8

Processing the Data

The data from the survey should be processd for analyses as soon as possible. The survey researcher may select two types of data processing: main frame computer cards or a micro-computer floppy disk approach. The following chart helps to identify which approach is most suitable for the individual circumstance.

MAINFRAME COMPUTING	MICROCOMPUTING
1. Usually more expensive.	1. Usually less expensive.
2. Task completed at main computer location.	2. Task can be completed at any office location.
3. Requires keypunching computer cards.	3. Direct entry onto floppy disk.
4. Requires loading system.	4. May not require coding system.
5. Can generate tremendous amounts of diverse information.	5. Is more limited and can only generate information for program available.
6. Vast number of statiscal comparison programs available.	6. Floppy disk programs are more limited in number.

Mainframe Computing

If the decision is to utilize a mainframe computing system then three areas should be dealt with: coding of the questionnaire for the computer program; key punching the data cards, and selection of program analysis package.

Coding

Coding is the translation of words into numbers. The respondant reads the question, selects the answer and marks the appropriate space. Then the researcher must "inform" the computer program which answer was selected. The computer program deals in numbers such as "1, 2" rather than words such as "yes, no, bonds," etc. or the survey sheet can be a space with the answers transferred to a numerical code. The numerical code can then be read by a key puncher who transfers the information to a computer card. A coding system can be observed on the example surveys found in the

appendix but an example coding system may consist of the following:

C1-C3 - Case number
C4-C5 - Cluster number
C6 - Date of interview
C7 - Place of residence
C8 - Total number of adults
C9 - Number of citizens
C10- Number of Respondent selected for interview (based on number of qualified adults and men in housing unit)
C11- Respondent-selection key version number
C12- Reasons for no interview
C13- Number of callbacks
C14- Length of residence in Model City
C15- Length of residence at present address
C16-C17- Most important problems facing Model City
C18-C22- Ratings of five city government agencies
C23- Meaning of "charter revision"
C24- Suggestions for revising city charter
C25- Evaluation of proposed charter revision
C26-C27- Reasons for evaluations
C28- Intensity of support-opposition

Column number (no. of columns/field)	Contents (field)
1-5 (5)	I.D. Code
6 (1)	blank
7-9 (3)	age in years
10 (1)	blank
11 (1)	sex (female=1, male=2)
12 (1)	blank
13-14 (2)	state (Alabama=01, etc.)
15 (1)	blank
16 (1)	response to question 1
17 (1)	blank
18 (1)	response to question 2

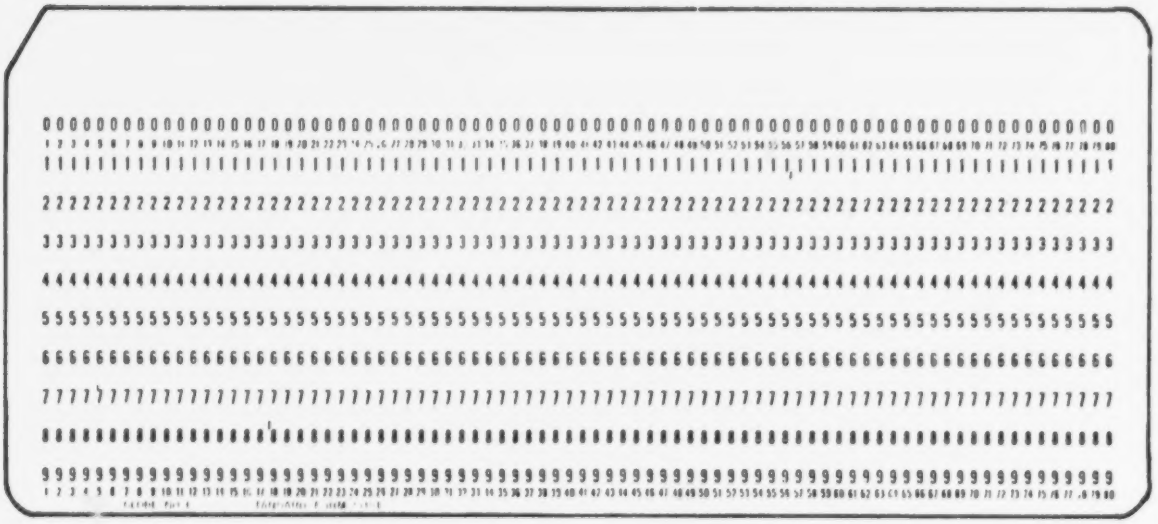
Key Punching

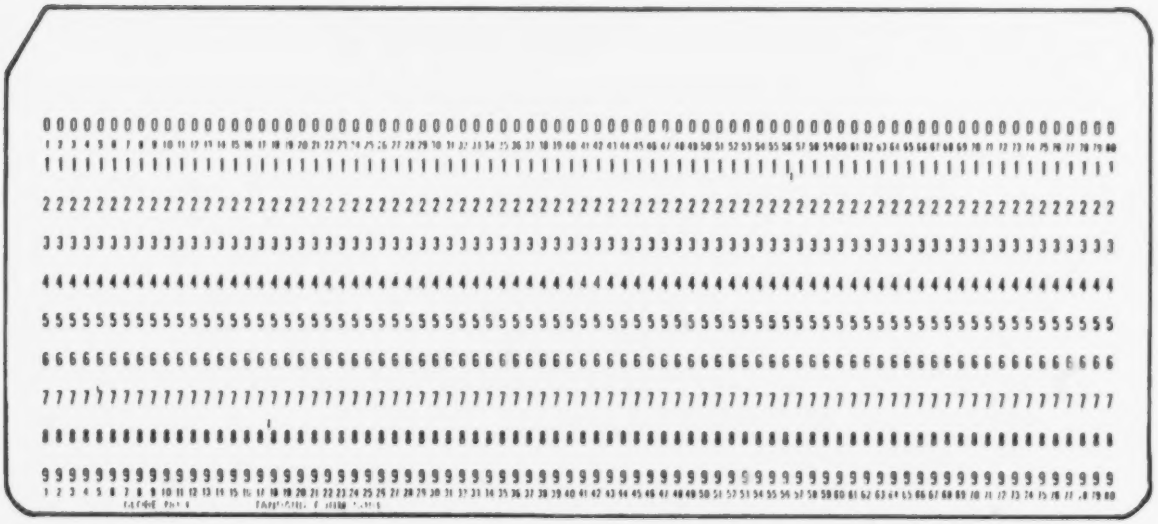
Once the survey is coded the responses can be transferred to a 80 column punch card.

Although there are other cards on the market, the most commonly used card has 80 vertical columns and 12 horizontal rows on which 0 through 9 are printed on the card and 11 and 12 are blank. Rows 1 through 9 are known as "digit" punches and rows 11, 12 and 0 are known as "zone" punches.

Numberical data are generally punched into the card using the digit rows and alphabetic data are punched into the card by using a standard combination of a zone punched into the card by using a standard combination of a zone punch and a digit punch.

Various symbols such as &, #, $, etc. can be represented by using 1 zone and 2 digit or 2 zone and 1 digit punches in the same column.





The following is a step by step description of the key punching process:

1. Use columns on the machine data card economically. Analysis is far easier if you can get your data on one card per respondent. Naturally, you don't want to sacrifice any information you get, but proper planning may permit compressing the data to the 80 columns on the data card used in this model.

2. If you must use more than one card, be sure to differentiate Card 1 trom Card 2 in a special column (C 80) so there will be no confusion. Also, most identification items have to be reproduced in both cards--case number, cluster number, respondent classification number--preferably in the same columns on each card.

3. With two cards per respondent, plan to leave a separate block of vacant columns in the second card, in order to reproduce as much of the relevant demographic data from the first card as possible. This greatly simplifies cross analysis. Other information also can be condensed on the second card through the use of indexes.

4. If you need two or more full cards for each respondent, transpose certain information from each onto a separate analysis deck (set of cards), sometimes called a work deck. The point of this is to make cross analysis possible for data in both cards. The transposition of data is, of course, done by machine.

5. Remember, each column of the data card used in the model contains 12 punch positions. The uppermost portion is designated by the letter "R" or "Y" and the position just below it is designated "X". The remaining ten positions are numbered 0 through 9. Use these codes.

6. Use only one column for each question where possible without losing significant variety of response. Answers to open-end questions usually can be grouped into as many as 12 significant response categories.

7. Two columns can be used together if you desire finer categorical breakdowns. If you have as many as 24 response categories, always use the first column for the first 12 classifiactions, and the second for the next 12 response types. This is wiser than using the two columns like a two-digit number. If the first column were used as the ten's digit and the second the unit's digit, no multiple punching is possible, machine printing is useless, and cross-tabulation takes much longer.

8. Some items must be punched in two or three columns, for example, case numbers. Use Column 1, Column 2, and Column 3 for this (if less than 1000 in the sample). Use all columns

for each case number even if the number is less than 100, prefixing zeros to fill the space: 001, 099.

9. Usually only one column is necessary to code the date of the interview. If the interviewing period is longer than 12 days, but does not duplicate the same date in different months, two columns could be used. The actual date can be coded rather than an artificial code. July 26 would appear as "26" and August 3 as "03". Explanations, of course, are provided in the coding manual.

10. Some code should appear for each column. In any column where all 12 positions are not used, and the column is skipped due to interviewing errors or because the respondent was disqualified by a filter questions, a uniform punch should be used to show that the column was not missed by the keypuncher. Punch position "X" can be used for legitimate skips. For example, if the respondent says "No," he doesn't belong to a union, the next column, "Which union?" should be coded "X". "R" can stand for interviewer error--that is, the interviewer failed to ask this question, or failed to write down an answer. By having something in each column, you will know the coder considered it, and will help keep the keypunch operator in the right place.

11. Some items can be multiple-coded. If the respondent gives two answers that you want to record for a question, simply code both numbers for those answers in that column. So, if the answers to a why-voted question are that "He was the best man, and besides he is a Democrat," and these answers are to be coded 5 and 2 respectively, write down "2-5" before the column number. For convenience of the keypunch operator write the multiple codes in ascending order, as has just been shown. In the coding manual, instruct coders at each point where multiple coding is permitted. Otherwise their general instructions: One, and only one, code per column.

12. Two different items sometimes can be coded into the same column to save space. For many questions, not all positions in a column are used. For example, often the possible answers are "Yes," "No," and "Don't know." These could be coded 1, 2, and 3 respectively. Then you could code the response to the next question in the same column as 4, 5, 6, etc. If you do this, indicate it in the coding manual. Avoid this kind of doubling up if possible as it tends to add confusion for coders and analysts.

13. A further compression can be made if two mutually exclusive answers are followed by explanatory statements. For example, you may have had respondents judge a proposal as "good" or "poor." Each response would likely be followed by "Why do you think it is (good) (poor)?" All reasons for both "good" and "poor" responses can be coded in the same

column by an additional "cue" punch, "X" for "good" and "R" for "poor". Then the rest of the positions, 0 through 9 can be used twice--once for "good" reasons and once for "poor" reasons. If "X" is punched, you know that the 0 through 9 codes represent the list of positive reasons under "good". If "R" is punched, the 0-9 codes are reasons given for "poor" reactions.

14. Always provide a code for "Don't know" and "Refused."

15. Code with a blue ballpoint pen to make the code stand out against the black mimeographed column numbers in the left margin of the questionnaire, and the red pen scribblings of the interviewer.

16. Use common sense while coding, rather than mechanically going through the questionnaire. You must empathize with the respondent to understand how his response correctly fits the categories devised for each question. Recognize, of course, that your own predispositions may enter in at this stage. Strive always to maintain an impartial stance.

17. Code only as a member of a group and under supervision. Keep track of all questionnaires. The information on them has not been transcribed, and a loss would negate all the work that has gone into the survey so far.

18. Remind coders of the confidential nature of the data.

Program Analysis

A variety of different computers and computer programs can be utilized. One of the most effective program analysis for community surveys in the Statistical Package for the Social Sciences (SPSS). This computer program will take the information from the computer cards and analyze the following:

Statistical Package for the Social Sciences (SPSS)
1. Total percent response for each question.
2. Total percent response for each question by geographic area of community.
3. Profile percent of each response for gender, age, marital status, number of children at home, length of residency, race, religion, income and other demographic characteristics.

To utilize the SPSS consult the mainframe computer organization and they will be able to code the computer cards so that the data printout will identify the above type of information.

Microcomputing

The major direction in analyzing survey results is to use the microcomputer system. The process of using a microcomputer is rather easy to learn and because of the direct control over the collected data is highly preferable. The following are the basic steps to follow in using a microcomputer, however, user manuals are available and should be consulted for more detailed direction.

Step 1: Turn on monitor and computer key board.

Step 2: Enter floppy disk into disk drive (one of the more useful statistical programs is James Boldings Statistics with Finesse).

Step 3: Select from the program menu the specific program that is desired; for example means and standard deviations or percentages.

Step 4: Enter data from the survey forms according to the programs direction.

Step 5: Press the key that is indicated to produce the program desired.

Step 6: To make a hard copy (paper) of the results, turn on printer and press the code for print out.

If a graphic display is desired of the results of the program, enter a graphic floppy disk and follow the same type of steps and bar graphs, pie graphs and line graphs can be produced to understand the data.

Section 9

Writing the Report

The final report should contain sufficient information so that appropriate descions can be made by community authorities. Certainly the findings and recommendations of the survey are critical but in addition to this information other sections are helpful and necessary so that proper interpretation of the data can occur. The following reactions should be included in the final report and the following order is recommended.

Transmittal Letter

The transmittal letter is the first item that the reader sees after the cover of the document. This letter is written by the survey researcher (parks and recreation administrator or survey consultant) to the sponsers of the survey (city council, etc.). The purpose of the letter is to transfer the report to those who are to use the report for decision making purposes. The letter is formal, should be typed on letterhead and have original signitures on the letter. The three major points made in the transmittal letter are:

Transmittal Letter Contents
1. Present or submit the document to the community authority or readership.
2. Explain the purpose or need for the document.
3. Describe the content of the document.

The following serves as an example of a transmittal letter.

LETTER OF TRANSMITTAL

U.S. Department of the Interior,
Bureau of Outdoor Recreation,
Washington, D.C., June 19, 1974.

Hon. Henry M. Jackson,
Chairman, Committee on Interior and Insular Affairs,
U.S. Senate, Washington, D.C.

Dear Senator Jackson: The Committee Staff has informally requested our earlier working drafts of the Nationwide Outdoor Recreation Plan. As the record establishes, this work has been underway for many years and as a result there have been many working drafts that have lead to the one that the President did approve and send to Congress in December 1973. We are not burdening you with each of the rewrites, but are sending you three different drafts showing different steps in the evolutionary process.

In the earlier drafts you will see that specific proposals were made for resources development. Several of these specific proposals have been presented to Congress as recommendations for action. Even though the process of preparing the Plan has been long and delayed, we are well pleased with the progress that has been realized due to the coordination, research and development of the Nationwide Outdoor Recreation Plan.

The culmination is "Outdoor Recreation—A Legacy for America" which is to serve as a framework within which Federal agencies will develop and manage their recreation programs and resources. In addition, it serves as a guide to State and local governments and the private sector as we join together to form a joint partnership that can meet the recreation demands of the American people.

For purposes of the record, it needs to be restated that none of the drafts which we are summitting to you have ever received final approval of either the Johnson or the Nixon Administrations.

Sincerely yours,

James G. Watt, *Director.*

Forward and Acknowledgements

This section should provide a forward or a general statment of introduction to the area that the document covers. Additionally this section should contain acknowledgements or recognition of those individuals and agencies that asserted in the preparation or production of the document. These sections help to set the formalness of the document and are appropriate in presenting a professional document.

FORWARD

Utah is a land unique – in her people, in her physical attributes. While becoming urbanized, Utah's people have enjoyed a rich heritage of diverse outdoor recreation opportunity. Much leisure time is spent in a yet wild or semiwild environment, providing a unique quality of life.

Uncountable centuries of erosion in the area that is now Utah, have created natural features of unmatched beauty. Life zones extending from the Lower Sonoran of Southwestern Utah to the Alpine, characterized by 13,528 foot King's Peak in the Uinta Mountains, exhibit an extensive variety of vegetation, water and wildlife resources providing many outstanding outdoor recreation opportunities.

Since settlement of the State in 1847, this abundance has been taken for granted. The influence of spreading population, poor land use and other encroachments on outdoor recreation resources was gradual at first but is now accelerating. A realization that opportunities and potentials are being lost has been slow in coming.

If our outdoor recreation prosperity is to be maintained in the face of increasing leisure time, more disposable income and improved travel facilities, more concern will be required. It is obvious to outdoor oriented residents and nonresidents that within the boundaries of Utah exists the potential to provide outdoor recreation needs on a state and national scale. Tourism in Utah has become a primary industry.

Public awareness and concern provided impetus for outdoor recreation planning in Utah. Initiated in 1964, the planning effort resulted in the compilation of *Outdoor Recreation For Utah – An Initial Plan*, in 1966 and now, *Outdoor Recreation in Utah – The Second Plan, 1970-1985*. The intention of this plan is to provide a framework for developing, preserving and managing the State's outdoor recreation potential and also to qualify the State to participate in the Land and Water Conservation Fund program administered by the Bureau of Outdoor Recreation, Department of the Interior.

Needs have been identified. A program is proposed to meet those needs. These guidelines in concert with financial, legislative, administrative and physical opportunities available, will perpetuate Utah as an OUTDOOR WONDERLAND!

ACKNOWLEDGEMENTS

While *Outdoor Recreation in Utah – The Second Plan, 1970-1985* was primarily the responsibility of the Utah Outdoor Recreation Agency; under the direction of Gordon E. Harmston, Executive Director of the Department of Natural Resources; numerous groups and individuals made significant contributions to this plan by way of content, criticism and encouragement. Following is an abbreviated list:

The Legislative Council's committees and subcommittees
The State Planning Coordinator's Office and staff
The State Technical Action Panel and individual county "TAP's"
The Department of Development Services and its divisions
The Department of Natural Resources and its divisions
The Department of Employment Security
Utah Department of Highways
United States Department of the Interior, Bureau of Outdoor Recreation, Bureau of Land Management, National Park Service, Bureau of Sport Fisheries and Wildlife, Bureau of Indian Affairs
United States Department of Agriculture, Forest Service, Soil Conservation Service, and Economic Research Service
United States Department of Housing and Urban Development
United States Department of Commerce, Bureau of the Census
Brigham Young University, Institute of Government Service
Utah State University, Institute for the Study of Outdoor Recreation and Tourism
University of Utah, Bureau of Economic and Business Research
National Recreation and Parks Association, Utah Recreation and Parks Association
Utah Institute of Planners
Utah Wildlife and Outdoor Recreation Federation
Numerous commercial concerns, including: Century Marine, Economy Scooter Sales, Timerline Sports Store, Usafeco Divers Supply, Ute Archery, etc.
Local clubs and associations, including: Intermountain Quarter Horse Association, Mountaineer Chapter of the National Campers and Hikers Association, Alpine Rescue Group, Skyline Jeep Club, Utah Sailing Association, United States Ski Association, Utah Snowmobile Association, Wasatch Mountain Club, Western River Guides, etc.

The Utah Outdoor Recreation planning staff is indebted to Mr. Gordon E. Harmston, Executive Director of the Department of Natural Resources for his patience and support during the long planning process; Mr. Scott C. Flandro, Coordinator of the Department of Natural Resources; Mr. Ross B. Elliott, Program Director for the Outdoor Recreation Agency; Mr. T. Vinton Smith, Auditor for the Outdoor Recreation Agency; Mrs. Irene Ruppel, Secretary to the Executive Director of the Department of Natural Resources; Mrs. Sharon Grover, Secretary for the Utah Outdoor Recreation Agency; and Mrs. Gayle Kapaloski, Editing Advisor.

Table of Contents

The table of contents identifies the different sections contained in the document and the appropriate page number for each section. The table of contents can be very general identifying key sections or it can be very specific, breaking those key sections down into further detail. Generally speaking, the greater the detail the better. This allows the reader to find any specific information without unnecessary effort.

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Introduction Section

The introduction section of the document is usually one page in length and introduces the reader to the document. Several features would be included in the introduction section such as:

Introduction Section
1. Purposes of the Survey. 2. Need for the Survey. 3. Unique features of the Survey such as comprehensiveness, updated information, unusual findings. 4. Legal mandate for the Survey. 5. Individuals or agencies involved in the Survey.

INTRODUCTION

OUTDOOR recreation is an area of national life that is of interest to all Americans. Recreation profoundly influences the quality of our lives whether we are active participants in sports or other recreation activities or observers of the natural beauty found in the parks, forests, rivers, coastlines, and other recreational resources of the United States. This document attempts to provide the reader with a broad overview of both the opportunities and problems which characterize outdoor recreation today.

Our Nation's recreation system, composed of numerous physical and human resources, covers large areas of the country's land and water and engages vast numbers of its citizens in both the enjoyment and provision of recreation activities. Yet the very large size and great diversity of this system make it difficult to describe or understand. Furthermore, recreation policy at all levels of government as well as within the private profit and nonprofit sectors intersects with, and is influenced by, other areas of public policy such as transportation, energy, housing, employment, the environment, and urban design.

For all of these reasons, the preparation of AN ASSESSMENT OF OUTDOOR RECREATION is a complex undertaking. Its major objective is to provide an introduction to the broad range of recreation experiences available to the American public and the vast network of government and private organizations and individuals which provide such opportunities. THE ASSESSMENT also attempts to project policy issues for the future and predict the effects on the Nation's outdoor recreation system of changes in population size and location; energy shortages and price increases; reduced public expenditures and inflation; more active private sector involvement; and new roles for public agencies.

From the outset, assembling THE ASSESSMENT has been hindered by the inherent complexity and breadth of our recreation system, including as it does an enormous range of public and private recreation activities, lands, facilities, and programs; and basic deficiencies in the data base for these particular areas.

As a result, the focus throughout this assessment is not on solving problems so much as on raising and exploring the numerous pertinent issues currently affecting recreation nationwide.

To meet this challenge a new continuous process of recreation policy planning has been developed within the Department of the Interior. Each year, an annual action program will be devised to deal with some of the national priority issues raised in THE ASSESSMENT. The first of these annual action programs, THE 1979 NATIONWIDE OUTDOOR RECREATION ACTION PROGRAM, precedes THE ASSESSMENT in the Plan's EXECUTIVE REPORT. Every 5 years another assessment will be conducted to examine the current issues and problems affecting recreation. Its audience will be the general public, members of Congress, and professionals involved in the field of recreation. Through such a continuous incremental process, it is hoped that nationwide recreation planning will become a more manageable and action-oriented undertaking leading to greater accountability.

Methods and Procedures

This section contains or explains the procedures that were followed in order to produce the survey results and document. This section should include all of the procedures followed but should not be over explanatory. Again generally one or two pages should be used to describe the procedure. A concise statement concerning the following items would be helpful to the reader:

General Survey Procedures
1. Determination of Survey Objectives.
2. Questionnaire Construction.
3. Sample Section of Populations.
4. Survey Operation or Process.
5. Tabulation and Analysis of Data.
6. Written Report/Statement of Findings.

The procedures will vary with the survey; however, the major methodological steps should be followed. This example should be helpful:

Methods and Procedures

The procedures for conducting this community wide recreation survey followed a chronological process of: consultation with the City of Logan Recreation Director, the determination of survey objectives, questionnaire construction, sample population selection, computer tabulation, data analysis and report writing.

Consultation with Recreation Director

Prior to the initiation of this survey the City of Logan Recreation Director, Robert Tate, was contacted and consulted relative to the breath and depth of the survey as well as the extent of the information required. The proposed survey was cleared by Robert Tate along with Walter Nickel, the Mayor of the City of Logan.

Determination of Survey Objectives

The objectives of the survey were developed based upon the consultation with the Recreation Director and the past information received from the residents of Logan regarding their recreational needs. The questions used in this survey were developed based on the defined objectives.

Questionnaire Construction

The next step was to write the actual questions that would provide the information necessary as well as be clear to the city residents. The survey consisted of 46 major questions with several sub-questions categories. The questions ranged from general knowledge of the city resident to specific desires, priorities and expressions. The questions also ascertained specific demographic information.

Sample-Population Selection

The survey was conducted within the confines of the City of Logan utilizing the 1980 Census Trait information. The City of Logan was divided into five geographic regions and a stratified and random sample was drawn from each region. The total population of Logan is 26,844. The population sample size was 299 which provides a 4% confidence limit in 95 out of 100 cases. The specific distribution was:

REGION	SAMPLE SIZE	PER CENT
9901-1	24	23.52
9901-2	46	
9902-1	17	
9902-2	35	28.71
9902-3	34	
9903-1	18	
9903-2	27	20.47
9903-3	17	
9904-1	15	10.19
9904-2	15	
9905-1	22	17.08
9905-2	29	

Survey Operation

Nine trained interviewers were distributed throughout the five geographic regions and contacted the specific household designated based on the sampling procedure. The survey consisted of both a written survey instrument as well as an interview technique. The survey process required five working days.

Computer Tabulation

The results of the survey were key-punched onto data cards and run through the statistical package of the Social Science (SPSS) computer program. The SPSS was set up to analyze the data on the basis of six demographic factors of sex, age, marital status, children living at home, length of residency in city and income. The Utah State University Computer Center was used for the computer run.

Data Analysis

From the computer printout various tables were developed to display the results of the survey. Also constructed were profile sheets of the "typical respondent" to the ranked questions. This profile sheet adds useable validity to the survey results.

Report Writing

The results of the survey were written into this report for easy reference. Included also in the report are sections dealing with community description, existing facilities, national standards and appendix.

Community Description

It is usually very helpful if the survey document provides a brief description of the community in which the survey occurred. This information is generally generic in nature and can be obtained from the local Chamber of Commerce office or the Community Development Agency. Some information that may be helpful to include is:

Community Description Items
1. History of the Community.
2. Location of Community.
3. Climate of Community.
4. Economy of Community.
5. Population of Community
6. Unique features of Community.

Again the community description may include a variety of factors but a concise statement is very helpful in understanding the survey results.

HISTORY OF LOGAN AND CACHE VALLEY

Beautiful Logan and Cache Valley is surrounded on three sides by the Wasatch mountains in Northern Utah, with an elevation of 4,535 ft. the valley is about 60 miles long and 15 miles wide. Its land is fertile, thus producing an abundance of various farm crops and is known for its fine dairy herds. Agriculture is the principle industry in the valley. There are 19 cities in the valley with Logan being the largest. The entire county has over 58,000 inhabitants.

History tells us that the first white men to visit Cache Valley were beaver trappers in the year 1824. The pelt of the lowly beaver brought the first trappers to Northern Utah. Trappers were often called mountainmen, and the most famous mountainmen was probably Jim Bridger, the rugged pioneer for whom Bridgerland is named. Bridger is credited with being the first white man to set eyes on the Great Salt Lake in 1924. His discovery lured other trappers to Northern Utah.

In 1855 Brigham Young sent 2,000 church-owned cattle and 1,000 privately-owned animals north to "Willow Valley", as the trappers called it, driven by a group of hardy young men. The group decided to settle on the Blacksmith Fork River, one mile northeast of Niblev. The first log cabin was built at this site. It was christened Elk Horn Ranch. That winter the livestock suffered because there was no feed. An attempt was made to drive the animals into Fox Elder County but only 450 cattle survived.

After this failure, Mormon leaders sent another group of families led by Peter Maughan. Their settlement, called Maughan's Fort, was located at the present site of Wellsville.

The influx of the white men caused dissention with the Indians. They harassed the settlers with petty thievery and occasional attacks on isolated farms. Settlements were built fort-style for protection. The battle of Bear River, the biggest Indian battle west of the Mississippi, was fought in January 1863 after which a treaty was signed in Brigham City.

Today, Logan and Cache Valley is a prosperous area known for its beauty and recreational opportunities. Logan is the home of Utah State University, a land grant college, with an enrollment in excess of 9,000 students. Superb cultural and sports events are provided by this institution, together with its excellent academic and scholastic contributions.

LOCATION

Logan, on Utah's northern border, is 80 miles from Salt Lake City. U.S. Highways 89 and 91 provide transportation services. Union Pacific Railroad's main line to the northwest serves the area and Logan-Cache Airport provides commuter service to the Salt Lake International Airport.

CLIMATE

Logan has a four-season climate. Winters are usually cold, but not severe. The valley is blanketed with snow in the winter months, but most of the snow is found in the nearby mountains.

Spring is the wettest season of the year. Nearly 40% of the annual total precipitation falls in March, April, and May. Summer arrives rather abruptly the first part of June. Extremes of heat or prolonged hot spells are virtually unknown. Nights are cool and humidity relatively low in the daytime. Maximum temperatures of 100 degrees or higher have been recorded but a few times in its history. Fall, crisp, cool weather ushers in the fall season and frosts can be found rather early, usually before mid-October.

ECONOMY

Logan's economy has traditionally been strong in agriculture -- dairy products and livestock. Nonagricultural industry is well diversified and includes meat packing, cheese manufacturing and processing (including the world's largest Swiss Cheese factory), vegetable canning, farm and industrial machinery, printing, flour milling and animal foods production. Logan's labor supply is young, adept, trainable and well-educated. It is high quality in every respect and in quantity sufficient for staffing new industry.

POPULATION

	1980	1975	1970	1960
Logan	27,200	23,810	22,333	18,731
Cache County	55,800	48,500	42,331	35,788

Estimated Population by Age and Sex, 1980

0 - 18 years		19 - 65 years		65 & over	
Male	Female	Male	Female	Male	Female
5,880	5,580	9,580	9,250	880	1,270

RECREATION

Logan offers unique recreational experiences which has made it the center of recreation for northern Utah.

The area provides ideal hunting and fishing conditions for deer, water fowl, upland game birds and numerous underwater species. With the number of lakes, reservoirs, and streams, it makes for an ideal situation.

Many parts of the country lapse into a period of harsh inactivity when winter descends, but a blanket of snow and crisp winter air mean that fun is just beginning in the Logan area. Cross-county skiing, through scatterings of pine is available, snow-shoeing across vast expanses of powdered snow, skating across ice-covered lakes, snow-mobiling along groomed trails, or sleigh riding over the gentle mountain slopes. Beaver Mountain, east of Logan, is Utah's northernmost ski resort. It provides exciting scenery and an abundance of Utah's famous powder snow with well-groomed runs for the novice as well as the expert skier.

With the population growth in tne Logan area over the past couple of decades, it has made it feasible to construct many new indoor facilities. The City of Logan has sensed the need for such facilities and has developed to what is felt is the best in the state. These include tennis courts, parks, zoo, playfields, swimming pool, and the new Community Recreation Center. The Center includes two gymnasiums, a large multi-purpose area,

10 handball/racquetball courts, kitchen demonstration room, jogging track, 2 indoor tennis courts, exercise rooms, wrestling/martial arts room, sauna, steam, whirlpool, weight rooms, youth game room, lounge and archery range. The Center comprises 130,000 square feet.

Whatever recreational need or interest that an individual is seeking, the Logan area has it to offer. The people in this area are very fortunate to have such opportunities.

Exisitng Resources, Programs and Facilities

This section should describe the currently exerting parks and recreation resources, program and foundation. The reader may not be aware of the specifics of the community as the reader attempts to interpret the findings. For example, the citizens responding to the survey moderate a desire to additional parkland. This section could help the community division maker determine how much parkland is already available and where the parkland is distributed over the community area. Of course this section would have great variation put there. Specific areas addressed should include:

Existing Opportunities
1. Resources: The land and water area.
2. Facilities: The buildings and structures.
3. Programs: Tournaments, clinics, open times, special events, clubs, etc.

The descriptions can be elaborate or brief depending on the desire of the survey writter.

INVENTORY OF PRESENT RECREATIONAL FACILITIES
IN LOGAN CITY

COMMUNITY RECREATION CENTER

Facilities	Description/Condition	Recommendations
Gymnasiums (2)	Gyms in good condition	Better rims
Multi-Purpose	Area in good condition	
Racquetball Courts (10)	Good condition, except doors into courts	Centrally located light switches
Kitchen/Demonstration Area	Good condition, except door leading into gym	Need new sliding door with mat to protect door
Jogging Track	Good condition except rubber track is cracking	
Tennis Courts (3)	Good condition	Better maintenance and cleaning
Exercise Rooms	Fair conditions	New rugs for floor surfaces
Wrestling Room	Fair condition, mats wearing out	Better maintenance
Showers/Steam & Whirlpools	Good condition, new tile in whirlpool	Need new tile in men's drying area
Youth Game Room	Good condition, except games are worn out	Better use of area
Parking	Inadequate for center size	

MUNICIPOOL

Pools	Fair condition, inadequate lighting	New lighting system, deck surface, tile for diving well
Restrooms	Fair condition, except for carpet in drying areas	Needs more ventilation
Parking	Adequate space, new drain for water drainage	

WORTHINGTON PARK

Baseball Diamonds	Fair conditions, not enough bleachers for smaller diamond	Needs a fence, more bleachers
Softball Diamond	Good condition, except for fence	Repair fence
Football Field	Field in good condition, new bleachers, track in good condition	Better bleachers on the east side

Data Analysis

The survey results will be tabulated and presented to the survey researcher in numerical fashion such as percentages. It is helpful if the researcher likewise provides this raw data to the reader of the survey. It is helpful if charts are developed which would make the reading and understanding of the data easier. Any one of a number of styles could be used, the following example might be helpful.

QUESTION # 13. In developing the following facilities/programs, do you feel Logan City should increase, remain the same, or decrease their activity in providing for golf courses.

	TOTAL N=	Increase	Remain Same	Decrease	Don't Know
AREA					
9901	65	27.7	52.3	6.2	13.8
9902	79	17.7	64.6	7.2	10.1
9903	59	30.5	47.5	5.1	16.9
9904	24	16.7	66.7	8.3	8.3
9905	33	21.8	58.2	9.1	10.9
SEX					
Male	134	28.4	58.2	8.2	5.2
Female	142	19.7	55.6	6.3	18.3
AGE					
13-17	11	18.2	72.7	0	9.1
18-25	72	23.6	56.9	8.3	11.1
26-32	63	54.4	60.3	4.8	9.5
33-40	41	39.0	36.6	4.7	19.5
41-50	24	16.7	75.0	4.2	4.2
51-64	33	15.2	54.5	15.2	15.2
65-over	28	21.4	57.1	7.1	14.3
MARITAL STATUS					
Married	195	24.6	55.4	7.2	12.8
Single	45	24.4	60.0	11.1	4.4
Widowed	18	16.7	61.1	0	22.2
Divorced	14	21.4	57.1	7.1	14.3
NO. OF CHILDREN					
0	107	20.6	56.1	8.4	15.0
1-2	100	27.0	58.0	6.0	9.0
3-4	46	19.6	65/2	6.5	8.7
over 4	20	30.0	45.0	5.0	20.0
LENGTH IN RESIDENCY					
Under 1	19	21.1	42.1	10.5	26.3
1-5 years	95	25.3	55.8	5.3	13.7
5-20 years	87	25.3	62.1	4.6	8.0
over 20 years	76	15.7	59.2	11.8	9.2
INCOME					
Less than $8,000	35	22.9	48.6	11.4	17 1
$8,000-$12,000	51	19.6	60.8	7.8	11.8
$12,000-$18,000	50	24.0	54.0	2.0	20.0
$18,000-$25,000	47	19.1	66.0	6.4	8.5
over $25,000	39	28.2	64.1	5.1	2.6
Refused	53	26.4	50.9	11.3	11.3

Findings and Recommendations

Probably the most important section of the survey document is the findings and recommendations. The section consisting of the major points found through the survey process should be written in clear paragraph form. The findings should be identified first and then the recommendations. The recommendations are based on the findings and can only be based on the findings and no other information. The following serves as an example:

SUMMARY OF RECOMMENDATIONS

1. That the City of Flagstaff proceed as rapidly as possible to acquire use of either the State site or the Wildcat Hill site for development of an 18-hole golf course and recreational facility.

2. That a qualified golf course architect be retained to do preliminary surveys, design and more exact cost estimates based on specific plans, allowing at least 120 days for such work in advance of construction.

3. That a development budget be scheduled to allow complete and adequate financing for design and construction of the golf course and any other complementary park facilities, including structures, plus contingency, capitalized interest on any bonds for at least two years from state of construction, and operation and maintenance costs for at least one season.

4. That a citizen's committee of community leaders be appointed by the City Council or Parks and Recreation Department as an advisory and policy-making Golf Committee, to help promote and oversee final plans and operation of a municipal course.

5. If a new municipal golf facility is built, key factors in financial and service success must include professional management, accurate record-keeping to assist in making policy decisions and projecting future operation, and attention to public relations.

Appendix

This section or sections will contain information that is critical to the survey process, but do not need to be contained in the body of the report. The report should be written in a flowing fashion and the appendix generally contains reference type information. Some factors that may be found in an appendix section include:

Appendix
1. Survey Introduction Letter
2. The Survey Questionnaire
3. Community Organizational Chart(s)
4. National and State Standards
5. Responsibilities of Other Agencies
6. Written Comments From the Survey

Generally, the most important section to have in the appendix is the survey questionnaire and any written comments that emerge from the survey.

Section 10

The Citizen Survey

The citizen survey document represents a great deal of work and many times expenditure of community dollars. If the study is to have impact it must not only contain excellent material but it must look professional as well. There are a few simple rules that if followed will help to produce a professional looking document requiring limited skill and cost.

The Cover

The cover of the citizen survey document sets the very first impression of the value of the document. It is well worth the time and cost to have a graphic artist design the cover of the feasibility study document for you. The graphic artist is professionally trained and has available special equipment that will make the cover most impressive. The graphic artist can be located at any university or college, private printing company or within your community agency. Generally, the cost of the cover will not exceed a $15.00 one time charge. Not to be redundant, but use a graphic artist and allow that artist to be creative. The cover should identify the following:

1. The title of the document (for example, Parks and Recreation Citizen Survey 1985).
2. The sponsor of the document (for example, Prepared by the City of Bainbridge Parks and Recreation Department).
3. A graphic or artistic design to the cover is always an excellent touch to the document (for example, adults playing golf or the city seal).

The Binding

Depending on the length of the document, either a plastic spiral binding or a velo binding is appropriate. The plastic spiral binding works well with documents that are thicker (50 pages or more) and it allows easy turning of pages and keeps the document "flat" when in use. The velo binding appears to be a glue binding but really consists of tiny holes with thread or pins through them. The velo binding is more usable with a smaller document but the back of the document must be "cracked" before it can be laid "flat." Both bindings generally do not exceed 25 cents per copy. If the citizen survey is to be a working document then the plastic spiral binding is suggested.

The Copy

The actual copy, or the type that will be read by the community decision-makers should be very critically researched. The following suggestions are helpful:

1. Use a word processor where possible. The word processor will allow corrections to be made with ease and the individual pages can be blocked for an effective look. The word processor will allow the margins to be right and left justified, that is equal at the ends which provides an excellent appearance. Also each page can be justified, that is leaving no empty spaces.
2. Always prepare originals on good quality white paper. This allows the duplication process to be clean and avoids yielding a faded copy.
3. Illustration lines and lettering should be as black as possible. Any solid areas (large, black areas) should be filled in using ink.

4. Continuous tone photographs (snapshots or photographs varying from black to white with shades of gray) do not reproduce directly. If photographs are desired, it is best to have them prepared by a halftone (converting gray tones into dots) photography process and then printed using metal plates. The cost is usually high but photographs are recommended to make the document "more humanistic."

5. Originals and paste-ups (positioning copy, art work, graphs, charts) should be kept as clean as possible.

6. Do not put Scotch tape over any of the actual images, particularly the shiny surface tape. It will create a dark spot over the image when duplications are made.

7. Leave at least a 3/8 inch margin at the top and bottom of the copy to allow for the gripping (the metal fibers which grip the paper to draw it through the duplication process).

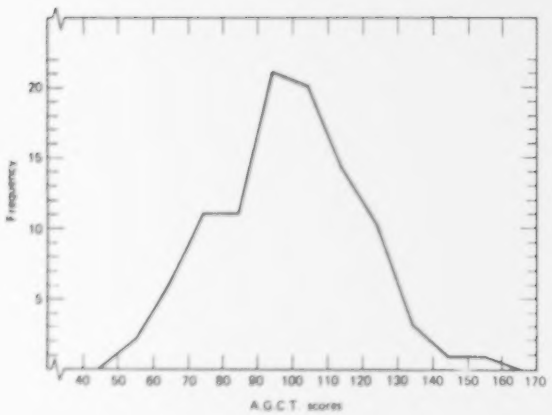
8. Allow 1/2 inch more room in the left side margin to accomodate the binding. If the copy is to be printed on two sides, remember that the back side will have the 1/2 inch additional binding margin on the right side of the copy.

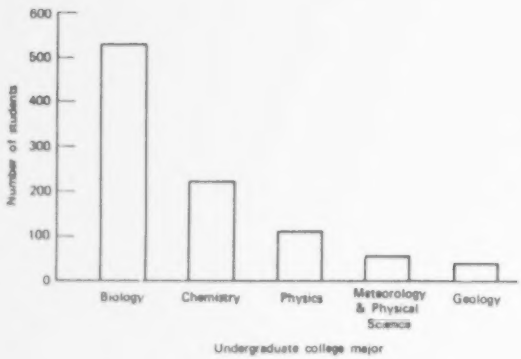
9. In some cases, certain material would best be suited if it were enlarged or reduced. A photocopier with this ability is generally available. Then the reduced or enlarged material can be pasted onto the appropriate section of the copy.

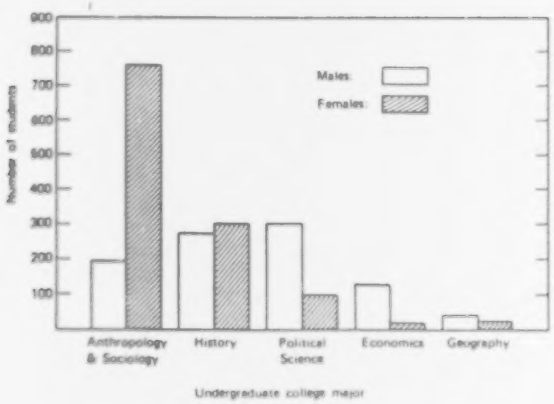
Charts, Diagrams, Figures

It is helpful if the citizen survey document uses a variety of charts, diagrams and figures to display the variety of researched material. It is recommended that the study writer

make contact with someone who has a microcomputer and a variety of different graphics can be selected from pie charts to line graphs.







It is much simpler to use the microcomputer than to attempt to draw the graphs free hand. The graphs are also more accurate in proportion.

Appendix

If the citizen survey uses an abundance of "raw data" that is survey equations, engineering reports, etc., then this material should be placed in either a second volume to the study or in an appendix. The appendix can be referred to in the main body of the study but will not require the reader to spend time "wading" through the material if it is not of specific interest to the reader.

Duplication

If the citizen survey is to be used it must be distributed to the appropriate community decision-makers. Therefore, a sufficient number of copies should be duplicated for distribution. The actual document may cost anywhere from $2.00 to $10.00 a piece depending on the length, the use of photographs and the number printed. However, the extent to which the study is distributed will in a large degree determine its usage. It is suggested that thought be made about duplicating enough and then some to be distributed to key community figures, libraries, governmental offices and for reference.

Increasing the Citizen Survey

There are several actions that can be taken in an attempt to increase the use of the citizen survey. The following are suggestions:

1. Develop a professional looking document.
2. Provide publicity releases to newspapers and radio stations regarding the results of the study.
3. Conduct a series of special public hearings in the community to present the results of the study.

4. Make presentations at professional meetings detailing the findings of the study.

5. Present the finished document to all community decision-makers. Also include an introductory letter explaining the major ramifications of the study.

6. Place copies of the citizen survey in libraries, government offices and offices of community figures.

7. Promote the citizen survey as a major planning document at presentations to community groups (Rotary Club, etc.).

APPENDIX

Example of Surveys

Snowmobile Questionnaire

Kejimkujik National Park Visitor Survey

Salt Lake County Recreation Opinion Questionnaire

New Mexico Snowmobile Survey

Northridge Community Survey

LeSalle County Study

Halifax, Nova Scotia Adult Questionnaire

SNOWMOBILE QUESTIONAIRE

PLEASE COMPLETE THIS PRE-STAMPED FORM AND RETURN AT YOUR EARLIEST CONVENIENCE EVEN IF YOU RECEIVED A SIMILAR REQUEST EARLIER. YOUR COOPERATION WILL BE GREATLY APPRECIATED. ALL PERSONAL DATA ARE STRICTLY CONFIDENTIAL.

Owner's Residence City_____County_____Zip Code_____Owner's Age_____Married yes/no_____

Wife's Age_____ Number of pre-teen children at home_____ Number teenagers at home_____

Wife's Occupation_____

How long have you lived at the above residence?_____years.

Owner's occupation (check space) Self Employed (yes/no)_____
Retired (yes/no)_____ Part time employee (yes/no)_____

_____Professional and technical
_____Farmer/Rancher
_____Manager/Proprietor
_____Clerical worker
_____Equipment Operator
_____Private Household worker
_____Laborer
_____Sales worker
_____Craftsman/Foreman

Family income before taxes (optional but very important to the study).

☐ $0-$5,999 ☐ $6,000-$8,999 ☐ $9,000-$11,999
☐ $12,000-$14,999 ☐ $15,000-$19,999
☐ $20,000-$40,000 ☐ over $40,000

Facility Most Used		Preferred	Access Facilities Preferred		Used
☐	Trail 1	☐	☐	Access 1	☐
☐	Trail 2	☐	☐	Access 2	☐
☐	Trail 3	☐	☐	Access 3	☐
☐	Trail 4	☐	☐	Access 4	☐
☐	Fields	☐	☐	Other	☐
☐	Other	☐			

Type of Area Preferred

☐ Other snowmobiles unlikely to be seen
☐ Areas with moderate traffic, well spaced
☐ Heavily used trails with group activity

Education of Owner: (Circle highest year completed.)
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Wife's Education
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Hours available for recreation per day
_____Sun. _____Mon. _____Tues. _____Wed. _____Thurs. _____Fri. _____Sat.

Number of Snowmobiles owned_____ Horsepower(s)_____

Model (years)_____Price(s)_____Year(s) purchased_____

Plan to buy machine within a year (yes/no)_____
Hauling equipment cost_____

Do you prefer marked or unmarked trails?_____

Do you use maps in unfamiliar areas (yes/no)_____

Injuries and dates of occurrence_____

What could be done to improve the states snowmobiling (including safety)?_____

1974-75 TRIP DATA

Trip No.	Date From mo/day	Date To mo/day	Site(s) Used	Travel Time (hrs. one way)	Hours of Snowmobiling: Trail Riding	Work	Racing	Other Sports	Other	Overnight facilities at site (CB CMP M O N)	Costs of trip: Gas & Oil	Use fees	No. of people in your party	Land ownership at access point	Problems encountered at site
1										CB CMP M O N					
2										CB CMP M O N					
3										CB CMP M O N					
4										CB CMP M O N					
5										CB CMP M O N					
6										CB CMP M O N					
7										CB CMP M O N					
8										CB CMP M O N					
9										CB CMP M O N					
10										CB CMP M O N					
11										CB CMP M O N					
12										CB CMP M O N					
13										CB CMP M O N					
14										CB CMP M O N					
15										CB CMP M O N					
16										CB CMP M O N					
17										CB CMP M O N					
18										CB CMP M O N					
19										CB CMP M O N					
20										CB CMP M O N					
21										CB CMP M O N					
22										CB CMP M O N					
23										CB CMP M O N					
24										CB CMP M O N					
25										CB CMP M O N					

PLEASE RETURN THIS QUESTIONNAIRE IN THE PRE-ADDRESSED ENVELOPE

1973 PARK VISITOR SURVEY HANDBACK QUESTIONNAIRE

JOB NO 0 4 8

Parks Canada Parcs Canada

KEJIMKUJIK NATIONAL PARK

Nº 03262

PLEASE ANSWER ALL OF THE FOLLOWING QUESTIONS

1. How long do you plan to be away from home on your trip?

___ Number of nights

2. How long did your party stay in this Park on this trip?

___ Number of hours (If you did not stay overnight) OR ___ Number of nights

3. If you stayed overnight away from home on this trip, please indicate the number of nights spent in each of the following types of accommodation.

INSIDE THE PARK		REST OF TRIP TO DATE		
___ Tent	___ Tent trailer	___ Tent	___ Tent trailer	___ Rented cabin
___ Self-contained (Camper truck)	___ Other	___ Self-contained (Camper truck)	___ Commercial housekeeping cottage	___ Private home or cottage
___ Cabin trailer		___ Cabin trailer	___ Hotel or motel	___ Other

4. Where is your present home located?

Town or city AND Province or state OR Country other than Canada/U.S.A.

5. Which one type of overnight accommodation would you prefer to use in or near this National Park? (Check one only)

1 ☐ Privately operated campground fully serviced (Sewer connections, toilets, showers, food concession, etc.)
2 ☐ Privately operated campground semi-serviced (Toilets, small food concessions, etc.)
3 ☐ National Park campground fully serviced (Sewer connections, toilets, showers, food)
4 ☐ National Park campground semi-serviced (Toilets, firewood)
5 ☐ National Park campground unserviced or primitive
6 ☐ Rented Cabin – no housekeeping
7 ☐ Commercial cabin – housekeeping
8 ☐ Hotel or motel
9 ☐ Private home or cottage
10 ☐ Other (please name) _____

6. Did you experience any difficulty in finding campground accommodation within the Park? (Please check all that apply)

1 ☐ No difficulty
2 ☐ Forced to arrive early (before 3 p.m.)
3 ☐ Campgrounds Full - Camped in Park's overflow accommodation
4 ☐ Campgrounds Full - Will look for accommodation outside the Park
5 ☐ Other _____

7. How many times did your party use each of the following Park facilities on this visit to the Park?

___ Picnic area	___ Day use area	___ Exhibit	___ Unguided hiking trails
___ Viewpoints	___ Campgrounds	___ Personal contacts with naturalist	___ Guided walks
___ Serviced Beach	___ Wilderness campground area	___ Exhibit trailer	___ Self-guided interpretive trails
___ Unserviced beach	___ Outdoor theatre	___ Information bureau	___ Canoe routes
___ Boat launching, mooring or docking site			___ Fishing areas

8. Which, if any, would you have used if they had been available in this Park?

☐ Boat Tours ☐ "Bike-Only" access campgrounds ☐ Motor Boating
☐ "Boat-Only" access campgrounds ☐ Cycle Trails ☐ Other (name) _____

9. If you have any comments you would like to make on your visit to this National Park, please make them below

AS YOU LEAVE THE PARK, PLEASE DEPOSIT THIS CARD IN THE BOX LOCATED AT THE PARK EXIT. THANK YOU.

If you are unable to deposit this card, please mail to: Chief, Planning Division, National Parks Service, 400 Laurier Ave. West, Ottawa, K1A 0H4

OFFICIAL USE ONLY

☐☐ DEPOSIT BOX ☐☐ DAY 0☐ MONTH | 1 | ☐ MAIL-BACK

FRANCAIS AU VERSO

NPC 518K (4-73)

77

BEST COPY AVAILABLE

POLLSTER NAME _____

RESPONDENT TELEPHONE NO. _____ QUESTIONNAIRE NO. _____
(for verification purposes)

Hello, I'm _____ from Dan Jones & Associates. We're conducting a survey for Salt Lake County, trying to measure the opinions of the people toward Salt Lake County's recreation system. May I ask you some questions?

1. First of all, how important is the public recreation and parks to you at the present time?

Very important _____1
Somewhat important _____2
Somewhat unimportant _____3
Very unimportant _____4
Don't know _____5

2. In your opinion, who should have the **primary** responsibility for providing public recreational facilities and programs for Salt Lake County residents?

County government _____1
City government _____2
Schools _____3
Churches _____4
Private business _____5
Other (specify) _____6
Don't know _____7

3. Can you name a recreational program which is provided by Salt Lake County? (BE SPECIFIC)

_____

_____

ARE YOU AWARE OF ANY OF THE FOLLOWING RECREATIONAL FACILITIES AND, IF SO, HOW OFTEN, IF EVER, HAVE YOU OR A FAMILY MEMBER USED ANY OF THE FOLLOWING SALT LAKE COUNTY RECREATIONAL FACILITIES: (AS A PARTICIPANT AND/OR SPECTATOR)

		RESPONDENT						FAMILY			
		Aware	Not Aware	Often	Occas-ionally	Never	DNA DK	Often	Occas-ionally	Never	DNA DK
4.	Big Cottonwood Park (4300 S. 1300 E.)	1	2	1	2	3	4	1	2	3	4
5.	Hunter Park (3600 S. 6000 W.)	1	2	1	2	3	4	1	2	3	4
6.	White City (Bear) Park (950 E. 9695 S.)	1	2	1	2	3	4	1	2	3	4
7.	Northwest Multipurpose Center (1300 W. 300 N.)	1	2	1	2	3	4	1	2	3	4
8.	Kiwanis-Felt Youth Center (440 S. 990 E.)	1	2	1	2	3	4	1	2	3	4
9.	Mountain View Golf Course (2400 W. 8660 S.)	1	2	1	2	3	4	1	2	3	4
10.	Wheeler Historical Farm (6351 S. 900 E.)	1	2	1	2	3	4	1	2	3	4
		Aware	Not Aware	Often	Occas-ionally	Never	DNA DK	Often	Occas-ionally	Never	DNA DK
11.	Pioneer Crafthouse (3271 S. 500 E.)	1	2	1	2	3	4	1	2	3	4
12.	Salt Lake County Equestrian Park (10800 S. 2200 W.)	1	2	1	2	3	4	1	2	3	4
13.	Magna Copper Park (8940 W. 2600 S.)	1	2	1	2	3	4	1	2	3	4
14.	Redwood Center & Swimming Pool (3060 S. Lester Street)	1	2	1	2	3	4	1	2	3	4
15.	Harmony Park (3700 S. Main)	1	2	1	2	3	4	1	2	3	4

16. Approximately how many hours per month of your recreation time is spent in Salt Lake County?

0-5 hours/month _____1
6-10 hours/month _____2
11-25 hours/month _____3
26-50 hours/month _____4
Over 50 hours/month _____5
Don't know _____6

17. IF MORE THAN HALF OF YOUR RECREATION TIME IS SPENT OUTSIDE SALT LAKE COUNTY, **Why?**

_____

_____

18. Are you spending more or less of your recreation time in Salt Lake County than you did two years ago?

More _____ 1
Less (skip to #20) _____ 2
About the Same (skip to #20) 3
Don't know/
Does not apply (skip to #20) 4

19. IF **MORE,** Has the energy shortage been a major reason for your spending more of your recreation time in this county?

Yes _____ 1
No _____ 2
Don't know/
does not apply _____ 3

20. Do you think you will be spending more or less of your recreation time in Salt Lake County in the **next** two years?

More _____ 1
Less _____ 2
About the same _____ 3
Don't know _____ 4

NOW, LOOKING AT THE FOLLOWING LIST OF RECREATIONAL ACTIVITIES INSIDE SALT LAKE COUNTY, PLEASE RANK THEM FROM 1 TO 6, WITH **1 BEING THE MOST AMOUNT OF TIME SPENT AND 6 BEING THE LEAST AMOUNT OF TIME SPENT** ON THE RECREATIONAL ACTIVITY

	Most					Least	Don't Know
21. PUBLIC SPONSORED ACTIVITIES (golf courses, parks, centers, etc.)	1	2	3	4	5	6	7
22. CHURCH SPONSORED ACTIVITIES	1	2	3	4	5	6	7
23. UNIVERSITY OR SCHOOL ACTIVITIES (games, concerts, plays, etc.)	1	2	3	4	5	6	7
24. COMMERCIAL RECREATION (movies, bowling, concerts, etc.)	1	2	3	4	5	6	7
25. PERSONAL ACTIVITIES (clubs, home, spa, social groups, etc.)	1	2	3	4	5	6	7
26. VOLUNTEER SPONSORED ACTIVITIES (little league, basketball, moto-cross, etc.)	1	2	3	4	5	6	7

DO YOU FEEL THAT SALT LAKE COUNTY SHOULD INCREASE, REMAIN THE SAME, OR DECREASE THE NUMBER OF THE FOLLOWING FACILITIES. ALSO, TELL WHETHER OR NOT THE **USERS** OF THESE FACILITIES SHOULD HAVE TO PAY A FEE FOR USING THEM.

	Increase	Same	Decrease	Don't Know	FEE CHARGED Yes	No	Don't Know
27. Bicycling paths	1	2	3	4	_____	_____	_____
28. Jogging paths	1	2	3	4	_____	_____	_____
29. Nature paths	1	2	3	4	_____	_____	_____
30. Playground equipment	1	2	3	4	_____	_____	_____
31. Picnic facilities	1	2	3	4	32 1	2	3

33. Areas for motorcycling and off road rec. vehicles	1	2	3	4	34.	1	2	3
35. Roller skating areas	1	2	3	4	36.	1	2	3
37. Ice skating arenas	1	2	3	4	38.	1	2	3
39. Multi-purpose & rec. centers	1	2	3	4	40.	1	2	3
41. Golf courses	1	2	3	4	42.	1	2	3
43. Tennis courts	1	2	3	4	44.	1	2	3
45. Outdoor swimming pools	1	2	3	4	46.	1	2	3
47. Indoor swimming pools	1	2	3	4	48.	1	2	3

					FEE CHARGED		
	Increase	Same	Decrease	Don't Know	Yes	No	Don't Know
49. Basketball courts	1	2	3	4	50. 1	2	3
51. Handball/racquetball courts	1	2	3	4	52. 1	2	3
53. Baseball/softball diamonds	1	2	3	4	54. 1	2	3
55. Horseriding facilities	1	2	3	4	56. 1	2	3
57. Boating facilities	1	2	3	4	58. 1	2	3
59. Snowmobiling facilities	1	2	3	4	60. 1	2	3
61. Sledding facilities	1	2	3	4	62. 1	2	3

63. Now, keeping in mind those facilities you would like **increased**, how do you feel the increased facilities should be financed?

Tax increase _____ 1
Bonding _____ 2
User fees _____ 3
Donations _____ 4
Special districts _____ 5
Don't know _____ 6

64. How do you feel any **new** county recreational facilities should be operated, staffed, and maintained?

Tax increase _____ 1
Bonding _____ 2
User fees _____ 3
Donations _____ 4
Special districts _____ 5
Don't know _____ 6

65. Presently, the county policy is to allow people to drink beer in county parks. Do you agree or disagree with this policy?

Agree _____ 1
Disagree _____ 2
Don't know _____ 3

66. Present county policy does not allow dogs in parks. Do you agree or disagree with this policy?

Agree _____ 1
Disagree _____ 2
Don't know _____ 3

PLEASE PICK THREE PROGRAMS UNDER EACH OF THE FOLLOWING CATEGORIES WHICH ARE MOST IMPORTANT TO YOU, (WHICH YOU OR A FAMILY MEMBER WOULD PARTICIPATE IN IF OFFERED), AND RANK THEM #1 (most important), 2 (next most important), and 3 (3rd most important).

TEAM SPORTS

67 Softball 1 2 3 4

Baseball 1 2 3 4
Basketball 1 2 3 4
Hockey 1 2 3 4
Soccer 1 2 3 4
Volleyball 1 2 3 4
Other _____ 1 2 3 4

INFORMAL ACTIVITIES

69 Tubing 1 2 3 4
Sailing 1 2 3 4
Sledding 1 2 3 4
Archery 1 2 3 4
Cycling 1 2 3 4
Skiing 1 2 3 4
Swimming 1 2 3 4
Target Shooting 1 2 3 4
Other _____ 1 2 3 4

CULTURAL

71 Dramatics 1 2 3 4
Arts & Crafts 1 2 3 4
Musicals 1 2 3 4
Dance 1 2 3 4
Storytelling 1 2 3 4
Talent shows 1 2 3 4
Other _____ 1 2 3 4

INDIVIDUAL SPORTS

68 Tennis 1 2 3 4

Racquetball/ Handball 1 2 3 4
Gymnastics 1 2 3 4
Wrestling 1 2 3 4
Bicycle races 1 2 3 4
Marathon races 1 2 3 4
Other _____ 1 2 3 4

NATURE

70 Camping 1 2 3 4
Mt. climbing 1 2 3 4
Hiking 1 2 3 4
Gardening 1 2 3 4
Body conditioning 1 2 3 4
Outdoor cooking 1 2 3 4
Other _____ 1 2 3 4

Generally speaking, do you feel there are sufficient recreational facilities and programs provided in your area?

72 Sufficient _____ 1
Not Sufficient _____ 2
Don't know (Go to 74) _____ 3

73 **IF NOT SUFFICIENT**, what recreational facilities are needed in your area which are not now provided?

_____

_____

_____

74 IF **NOT SUFFICIENT**, What recreational **programs** are needed in your area which are not now provided?

_____

_____

75 Generally speaking, how safe do you feel in the Salt Lake County parks?

Very safe _____1
Somewhat safe _____2
Somewhat unsafe _____3
Very unsafe _____4
Don't know _____5

76 IF SOMEWHAT OR VERY **UNSAFE**, WHY? _____

_____

IF YOU WERE A COUNTY COMMISSIONER WITH A LIMITED BUDGET, WHERE IN THE PRIORITY OF HUMAN SERVICE WOULD YOU PLACE RECREATION, PARKS, AND CENTERS. SHOULD RECREATION, PARKS, AND CENTERS RANK AMONG THE **TOP 3**, **MIDDLE 3**, OR **LOWEST 3** OF THE FOLLOWING SERVICES?

SERVICES:

a) Recreation, Parks & Centers
b) Aging Services
c) Mental Health and Family Counseling
d) Alcohol & Drug Rehabilitation
e) Library
f) Youth Extension
g) Public Health
h) Animal Services
i) Animal Control

Parks & Recreation would rank among
77 Top 3 _____
Middle 3 _____
Lowest 3 _____
Don't know _____

78 Finally, are there any comments you would like to make regarding Salt Lake County recreation?

_____

_____

_____

NOW, JUST A FEW QUESTIONS IN ORDER TO CATEGORIZE THE DATA

79 Sex

Male _____
Female _____

80 Age category

14-20 _____
21-35 _____
36-50 _____
51-65 _____
Over 65 _____
Refuse _____

B1 Marital Status

Married _____ 1
Single _____ 2
Divorced/Widowed _____ 3
Refuse _____ 4

B2 How many children are living in the home?

0 _____ 1
1-2 _____ 2
3-4 _____ 3
Over 4 _____ 4

B3 Length of residence in Salt Lake County

Under 1 year _____ 1
1-5 years _____ 2
6-20 years _____ 3
Over 20 years _____ 4
Refuse _____ 5

B4 Race

Anglo _____ 1
Chicano _____ 2
Black _____ 3
Oriental _____ 4
Other (specify) _____ 5
Refuse _____ 6

B5 Religious preference

Catholic _____ 1
Protestant _____ 2
LDS _____ 3
Other _____ 4
None _____ 5
Refuse _____ 6

B6 Approximate annual family income

Less than $10,000 _____ 1
$10-$20,000 _____ 2
$20-$30,000 _____ 3
Refuse/Don't know _____ 5

B7 Area (Planning District)

Salt Lake _____ 1
Big Cottonwood _____ 2
Valley _____ 3
Magna _____ 4
Little Cottonwood _____ 5
Jordan _____ 6
Draper _____ 7

B8 User/Non-user

User _____ 1
Non-user _____ 2

**User: interviewed at recreational facility
**Non-user: interviewed at residence

I VERIFY THAT THIS IS AN HONEST AND COMPLETE INTERVIEW.

Signed _____

Date _____

NEW MEXICO STATE UNIVERSITY
Department of Agricultural Economics and
Agricultural Business

SNOWMOBILE STUDY

DATE: _____

1. City of Residence: _____ County: _____

2. Years of residence of snowmobile owner in New Mexico: _____

3. What is the primary use of your snowmobile?

|_| Pleasure
|_| Work
|_| Racing
|_| Sports (hunting, fishing, etc.)
|_| Other (explain) _____

4. What distance do you normally travel to your snowmobiling area?

One Day Trip	Weekend Trip
|_| neighborhood	|_| neighborhood
|_| up to 25 miles	|_| up to 25 miles
|_| 26-50 miles	|_| 26-50 miles
|_| 51-100 miles	|_| 51-100 miles
|_| 101-150 miles	|_| 101-150 miles
|_| over 150 miles	|_| over 150 miles

II. CHARACTERISTICS OF SITE

1. Where do you presently operate your snowmobile most?

|_| your own property
|_| other private property
|_| state lands
|_| National Forests
|_| Bureau of Land Management
|_| Other (describe) _____

2. Check below the type of facility you most often use and check the one you prefer most:

Used	Type of Facility	Preferred
_____	cross country trail (return to start via same route)	_____
_____	cross country trail (return to start via different route)	_____
_____	cross country trail (point to point, pick-up service required_	_____
_____	cross country trail (connecting areas for open use)	_____
_____	large open areas (fields, etc.)	_____
_____	other (describe) _____	_____

3. If using trails, what type of trail do you prefer:

|_| Marked |_| Unmarked

4. If you prefer marked trails, are your familiar with the area?

|_| Yes |_| No

5. Where do you do most of your snowmobiling?

County: _____ Locality: _____

6. Do you think more marked trails are needed in the county named above?

|_| Yes |_| No

7. How important are maps to you for new trails?

|_| Very important |_| Important |_| Not Important

8. Check the type of snowmobiling area you would prefer:

|_| Areas where other snowmobiles are unlikely to be seen

|_| Areas with light to moderate traffic, good spacing

|_| Heavily used trails with group activity

9. Check the type of snow on which you prefer to operate your snowmobile.

|_| Corn |_| Crust

|_| Heavy, wet |_| Windpacked

|_| Powder |_| Combination (explain)

80

10. Check the environmental impact you believe to be most important. (Rank "1" as most important.)

|_| Littering
|_| Damage to vegetation
|_| Noise
|_| Wildlife harassment
|_| Air pollution
|_| Other _____

III. INVESTMENT, COST AND USE OF EQUIPMENT

1. Do you own or rent a snowmobile?

|_| Own |_| Rent |_| Other (explain) _____

2. Are you planning to buy a snowmobile within a year?

|_| Yes |_| No

3. Indicate the total original investment, the year of purchase, and horsepower of the snowmobile(s) you now own>

Investment	Year Purchased	H.P.	Investment	Year Purchased	H.P.
$1-$199	_____	_____	$1,000-1,499	_____	_____
$200-499	_____	_____	$1,500-1,999	_____	_____
$500-999	_____	_____	2,000 or over	_____	_____

4. Indicate investment and year of purchase of special hauling equipment for snowmobiles.

$ _____ Year(s) _____

5. Indicate the number of snowmobiling trips taken from November 1974 to April 1975.

_____

6. Indicate for each snowmobiling trip, the dates of visits, the ares visited, length of visits, size of party, and costs to you as a result of operating a snowmobile(s).

Date	Area Visited	Length of Visit	Cost per visit					No. of People	Total Party Size
			Gas & Oil	Repairs	Rental	Entrance Fees	Lodging &Other*		

*special foods, insurance, etc.

7. Indicate the extent of injuries suffered by you in snowmobiling.

☐ None

☐ Minor (describe) _____

_____

☐ Major (describe) _____

_____

8. If gasoline supplies were restricted, as they were in 1974, check the situation which most closely describes what you would do.

|_| Travel to snowmobiling areas closer to your home

|_| Make fewer snowmobiling trips

|_| Organize mass transportation and rent snowmobiles at destination

|_| Use a smaller size snowmobile

|_| Not use your snowmobile at all

|_| Otherwise reduce the use of your snowmobile (explain) _____

_____

VI. PERSONAL DATA SECTION

1. How many people are living in your household?

Adults _____

Teen-age children _____

Pre-teen-age children _____

Total _____

2. What is your major ethnic origin? (e.g. German, African, etc.)

_____

3. Are you married?

|_| Yes

|_| No

4. What is the occupation of the husband? _____
If married, what is the occupation of the wife? _____

5. How many years of formal education have been completed by each of the following:

Husband _____ yrs.

Wife _____ yrs.

Other Adults in Household _____ yrs. _____ yrs. _____ yrs.

6. What are the ages of your family members:

Husband _____ Wife _____ Other Adults _____ _____ _____

Male Children _____ _____ _____ _____

Female Children _____ _____ _____ _____

7. What was your total family income in 1974?

|_| under $4,999

|_| $5,000 - $9,999

|_| $10,000 - $14,999

|_| $15,000 - $19,999

|_| $20,000 - $29,999

|_| $30,000 or more

NORTHRIDGE COMMUNITY SURVEY
San Fernando Valley State College

The Los Angeles City Planning Department has asked students in two city planning classes at San Fernando Valley State College to help them conduct this Northridge Community Survey. Results will be used later this year in formulating a new Northridge Community Plan.

Your household is one of about 300 selected for a scientific sampling of Northridge residents. Your answers are important and your opinions will have influence. Thank you for your help. Your response will be anonymous and confidential.

Answer the following questions by checking the correct response or filling in the appropriate blank space.

1. How many family members are living in your household?___ Non-family___

2. How many males?_____ Females?_____

3. List the ages of members living in your household.

___Husband ___Child

___Wife ___Child

___Child ___Other

___Child

___Child

4. Where was the husband born?_____

5. Where was the wife born?_____

6. Where did you live before moving to Northridge?_____

7. How long have you resided in Northridge?_____years

8. How much longer do you plan to live in Northridge?_____less than 1 yr.

___1-3 yrs ___3-10 yrs ___permanently

9. What is the occupation of each adult member of this household?

Father _____

Mother _____

other adult _____

10. Can you tell us where each employed adult member of this household works?

	Location by name of Community (zip code)	Distance you commute
Father		
Mother		
other adult		

11. Do you own, rent, or lease this dwelling?

___own ___rent ___lease

12. How many bedrooms do you have in this dwelling?____

13. How many cars are operated by members of this household?___

14. What method of transportation does the principal wage earner of this household use to travel to work?

___car ___car pool ___bus ___walk ___bike ___motorcycle

15. Could you suggest an alternate means of transportation that might be better than you presently use to get to work?_____

16. In what other area of Los Angeles or s. what other town would you most like to live?_____

Why?_____

17. What do you like best about living in Northridge?

_____

_____

18. What do you dislike about living in Northridge?

_____

19. Please indicate in order of importance the three major reasons that led you to choose Northridge as a place to live?

(most important reason) _____

(second reason) _____

(third reason) _____

20. How would you rate the following aspects of the Northridge Community? (circle your rating)

	Excellent	Satisfactory	Unsatisfactory
a. parks	1	2	3
b. cultural facilities	1	2	3
c. historical sites	1	2	3
d. opportunity for bike and pedestrian traffic	1	2	3
e. roads and streets	1	2	3
f. open space	1	2	3
g. proximity of shopping facilities	1	2	3
h. (other) _____	1	2	3

21. How would you rank the following as problems facing Northridge?

a. threat of freeways through residential areas
b. lack of parks and recreation facilities
c. lack of convenient shopping facilities
d. inadequate facilities for youth
e. inadequate facilities for aged
f. loss of agricultural character of Northridge
g. apartment houses replacing single family housing
h. (other) _____

___Most serious
___2nd most serious
___3rd most serious

22. Of the leisure time you spend away from home, which of the following activities accounts for most of your time?

a. visiting friends or relatives
b. participating in sports
c. going to spectator sports events
d. outdoor activities like camping, hiking, etc.
e. pleasure driving
f. cultural activities like plays, etc.
g. boating and/or water oriented activities
h. activities of churches, clubs, etc.
i. (other) _____

___Accounts for most time
___Second most time
___Third most time

23. How many days a year do members of this household use the public facilities?

	number of days
a. small parks and playgrounds	_____
b. large parks	_____
c. golf courses	_____
d. water areas, boating and fishing areas	_____
e. beaches and shorelines	_____
f. cultural facilities	_____

24. Which of the following types of parks or recreation facilities would you personally like to see more of in Northridge? (circle the one(s))

a. small parks and playgrounds
b. golf courses
c. large parks
d. water areas--small ponds, etc.
e. cultural facilities

25. What recreational activity would you like to participate in if you had more leisure time?

_____

26. If you were a city planner for this area, what improvements would you most want to promote? List in order of importance.

a. _____

b. _____

c. _____

d. _____

e. _____

27. The following might be major considerations in the preliminary Northridge community plan. Please indicate whether you agree or disagree with these concepts.

a. Northridge as a "college town"	___agree	___disagree
b. Garden apartments and townhouses	___agree	___disagree
c. College related commercial businesses in Northridge	___agree	___disagree
d. Full range of housing (low, middle, high income) in Northridge	___agree	___disagree
e. Future rapid transit terminal in Northridge	___agree	___disagree

28. Where did you last purchase clothes or shoes?

___Northridge ___Outside Northridge

86

29. How often do you walk to a store?

____Never ____Once a week ____More than once a week

30. Do your or your spouse jog? ____yes ____no how often?_____

31. Do you own any bicycles? ____yes ____no how many?_____

32. Are the bicycles for adults as well as children? ____yes ____no

33. Do you favor bike lanes and trails for the Northridge area?

____yes ____no why?_____

34. Would your family use these bikeways?

____yes ____no for what?_____

35. Do you own any motorcycles?

____yes ____no Are they used for work, school or recreation?

_____

36. Would you favor a full range of housing types in Northridge, including apartments for lower income families?

____yes ____no ____why or why not?

37. What are your feelings about apartment developments in Northridge?

_____

_____

_____

38. In your own scale of values, would you say that preservation of historical sites is

____of little or no importance ____important, if not too expensive

____so important as to justify public ownership and control

39. Should Northridge emphasize more industrial development in selected areas?

____yes ____no ____only on a highly limited basis

40. How close do you live to San Fernando Valley State College campus?

____less than one half mile ____More than one half mile

In your opinion, what are the advantages and disadvantages of living in a college community?

Advantages	Disadvantages
_____	_____
_____	_____
_____	_____

41. How do you believe the housing needs of San Fernando Valley State College students should be met?

____More apartments built privately
____More dormitories on campus
____Require students to live at home if possible
____other suggestion_____

42. To your knowledge, is there a homeowners' group in Northridge?

____yes ____no

43. What community organizations do you or your spouse belong to?

a._____ d._____
b._____ e._____
c._____ f._____

44. Do you believe that economic and population growth in Northridge is desirable?

____yes ____no why or why not?_____

45. Where have you received the most about the future development of Northridge?

____Newspapers
____Television
____Radio
____Neighbors
____Own involvement in community groups
____Realtor's Yield Mark
____Other_____

40. Indicate your racial or ethnic background.

____American Indian ____Mexican-American ____Negro ____Oriental

____White ____Other_____ _____

47. Circle your highest attained educational level.

Husband:

Grammar School	1	2	3	4	5	6
Junior High	1	2	3			
High School	1	2	3	4		
College	1	2	3	4		
Graduate Study	1	2	3	4		

Wife:

Grammar School	1	2	3	4	5	6
Junior High	1	2	3			
High School	1	2	3	4		
College	1	2	3	4		
Graduate Study	1	2	3	4		

48. How many deaths have occurred in your household since you moved to Northridge?

49. How many of these deaths were due to illness? ____Accident? ____Old-age?

50. If these deaths were due to illness, what type?

____lung cancer ____heart attack

____stroke ____cancer (other)_____

51. What would you estimate your yearly family income to be?

____under $5,000 ____$9,000-$12,000 ____$15,000-$25,000

____$5,000-$9,000 ____$12,000-$15,000 ____$25,000 and over

52. Are there any comments you wish to make?

_____

_____

_____

_____

LEISURE ATTITUDE-INTEREST QUESTIONNAIRE

LASALLE COUNTY STUDY

Please ignore the dark numbers beside the questions. They are for office use only.

1. How many **hours** do you work in an average week? If you do some work at home related to your job, include those hours too. Housewives should figure time spent doing household activities. (Check one)

8

1 ☐ None	4 ☐ 25 to 34 hours	7 ☐ 45 to 49 hours
2 ☐ Less than 15	5 ☐ 35 to 39 hours	8 ☐ 50 to 59 hours
3 ☐ 15 to 24 hours	6 ☐ 40 to 44 hours	9 ☐ 60 or more hours

2a. How much vacation time do you **usually** have each year? (Check one)

9

1 ☐ None	4 ☐ 2 weeks	7 ☐ Varies
2 ☐ Less than 1 week	5 ☐ 3 weeks	
3 ☐ One week	6 ☐ More than 3 weeks	

b. When do you **usually** take your vacation? (Check one)

10

1 ☐ Jan. - Feb.	3 ☐ May - June	5 ☐ Sept. - Oct.
2 ☐ Mar. - April	4 ☐ July - Aug.	6 ☐ Nov. - Dec.

c. What part of your vacation time **last year** was spent in LaSalle County? (Check one)

11

1 ☐ None	3 ☐ One-half	5 ☐ All
2 ☐ One-fourth	4 ☐ Three-Fourths	

d. How do you **most often** spend your vacation? (Check one)

12-13

01 ☐ Traveling	05 ☐ Resort areas
02 ☐ Visiting relatives and friends	06 ☐ Camping
03 ☐ At home	☐ Other (List) _____
04 ☐ Outdoor water sports	_____

3a. Do you **usually** have weekends free?

14

1 ☐ No (If no, continue to 4)
2 ☐ Yes

b. How do you most often spend your weekend? (Check one)

15-16

01 ☐ Traveling	05 ☐ Resort areas
02 ☐ Visiting relatives and friends	06 ☐ Camping
03 ☐ At home	☐ Other(List)_____
04 ☐ Outdoor water sports	_____

4. What time or times of day, **during the week**, would you most often have free for participation in activities that you would consider recreational? (Check all that apply)

17 ☐ Before 9 a.m.	20 ☐ 3 p.m. – 6 p.m.	22 ☐ After 8 p.m.
18 ☐ 9 a.m. – 12 noon	21 ☐ 7 p.m. – 8 p.m.	23 ☐ None of these
19 ☐ 1 p.m. – 3 p.m.		

5. How many **hours** were spent in each of the following activities **yesterday** (week-day) from 6:00 a.m. to 12:00 midnight? (18 hours)

		Hours
24-25	a. Work (occupation)	
26	b. Sleep	
27	c. Work around the house	
28	d. Leisure activities	
29	e. Personal grooming	
30	f. Other	

6. How many **hours** were spent in each of the following activities **last Saturday** from 6:00 a.m. to 12:00 midnight? (18 hours)

		Hours
31	a. Work (occupation)	
32-33	b. Sleep	
34	c. Work around the house	
35-36	d. Leisure activities	
37	e. Personal grooming	
38	f. Other	

7a. Do you work with any youth programs?

39 1 ☐ No (If no, continue to 8)
2 ☐ Yes

b. If **yes**, which ones? (check all that apply)

40 ☐ Scouting for boys
41 ☐ Scouting for girls
42 ☐ 4-H
43 ☐ Y Indian Guides
44-7 ☐ Other (List) _____

8. Which of the following items of recreational equipment do you own? (Check all that apply)

48 ☐ Power boat
49 ☐ Sail boat
50 ☐ Canoe
51 ☐ Outboard motor
52 ☐ Shotgun or rifle
53 ☐ Bow and arrow
54 ☐ Golf clubs
55 ☐ Tennis racket
56 ☐ Tent and other camping gear
57 ☐ Camera
58 ☐ Toboggan or sled
59 ☐ None
60 Other _____
61 _____
62 _____
63 _____

9. To which outdoor organizations do you belong? (Check all that apply)

64 ☐ Audubon Society
65 ☐ Izaak Walton League
66 ☐ Outboard Boat Club
67 ☐ Sportsmens Club
68 ☐ Garden Club
69 ☐ None
70-3 ☐ Other (List) _____
_____
_____
_____

HEAD OF HOUSEHOLD: 10. 46-47 Age _____ 11. 48 1☐ Male 2☐ Female

Please answer the following for each activity in which the head of the household participates in a 30 day period and during the proper season.

12. Do you:		Not at all	Approximate number of days in 30 day period		13. With whom: Alone	Family or Friends	Organized Group		14. Where (most often): Lake	River	Creek		Name of Facility	State
a. Go power boating?	49-50	00☐	_____	→ 51	1☐	2☐	3☐	→ 52	1☐	2☐	3☐	→ 53-54	_____	55 _____
b. Go sailing?	56-57	00☐	_____	→ 58	1☐	2☐	3☐	→ 59	1☐	2☐	3☐	→ 60-61	_____	62 _____
c. Canoe?	63-64	00☐	_____	→ 65	1☐	2☐	3☐	→ 66	1☐	2☐	3☐	→ 67-68	_____	69 _____
d. Swim?	70-71	00☐	_____	→ 72	1☐	2☐	3☐	→ 73	1☐	2☐	3☐	Pool 4☐ 74-75	_____	76 _____
e. Fish?	77-78	00☐	_____	→ 79	1☐	2☐	3☐	→ 80	1☐	2☐	3☐	→ 8-9	_____	10 _____
f. Waterski?	11-12	00☐	_____	→ 13	1☐	2☐	3☐	→ 14	1☐	2☐	3☐	→ 15-16	_____	17 _____

						Big Game	Small Game	Water Fowl		Public Area (check one)	Private Area
g. Hunt (firearm)?	18-19	00☐	_____	→ 20	1☐	2☐	3☐ → 21☐	22☐	23☐	→ 24	1☐ 2☐
h. Hunt (bow and arrow)?	25-26	00☐	_____	→ 27	1☐	2☐	3☐ → 28☐	29☐	30☐	→ 31	1☐ 2☐
i. Target or trap shoot?	32-33	00☐	_____	→ 34	1☐	2☐	3☐ ———	———	———	→ 35	1☐ 2☐

						Developed Area (check one)	Wilderness or Remote Area
j. Go camping (overnight)?	36-37	00☐	_____	→ 38	1☐	2☐	3☐ → 39 1☐	2☐
k. Picnic?	40-41	00☐	_____	→ 42	1☐	2☐	3☐ → 43 1☐	2☐

						Public Area (check one)	Private Area
l. Walk or hike for pleasure?	44-45	00☐	_____	→ 46	1☐	2☐	3☐ → 47 1☐	2☐
m. Go horseback riding?	48-49	00☐	_____	→ 50	1☐	2☐	3☐ → 51 1☐	2☐
n. Play team sports?	52-53	00☐	_____	→ 54	1☐	2☐	3☐ → 55 1☐	2☐
o. Golf?	56-57	00☐	_____	→ 58	1☐	2☐	3☐ → 59 1☐	2☐
p. Play tennis?	60-61	00☐	_____	→ 62	1☐	2☐	3☐ → 63 1☐	2☐
q. Go driving for pleasure?	64-65	00☐	_____	→ 66	1☐	2☐	3☐	
r. Go bicycling?	67-68	00☐	_____	→ 69	1☐	2☐	3☐	

SPOUSE

15. 70-71 ☐ No spouse (If none skip to next page) Age of Spouse _____

Please answer the following for each activity in which the spouse participates.

16. Do you:		Not at all	Approximate number of days in 30 day period		17. With whom: Alone	Family or Friends	Organized Group		18. Where (most often): Lake	River	Creek		Name of Facility	State	
a. Go power boating?	72-73	00 ☐	_____	→ 74	1 ☐	2 ☐	3 ☐	→ 75	1 ☐	2 ☐	3 ☐	→ 76-77	_____	78	_ _
b. Go sailing?	79-80	00 ☐	_____	→ 8	1 ☐	2 ☐	3 ☐	→ 9	1 ☐	2 ☐	3 ☐	→ 10-11	_____	12	_ _
c. Canoe?	13-14	00 ☐	_____	→ 15	1 ☐	2 ☐	3 ☐	→ 16	1 ☐	2 ☐	3 ☐	→ 17-18	_____	19	_ _
d. Swim?	20-21	00 ☐	_____	→ 22	1 ☐	2 ☐	3 ☐	→ 23	1 ☐	2 ☐	3 ☐	Pool 4 ☐ → 24-25	_____	26	_ _
e. Fish?	27-28	00 ☐	_____	→ 29	1 ☐	2 ☐	3 ☐	→ 30	1 ☐	2 ☐	3 ☐	→ 31-32	_____	33	_ _
f. Waterski?	34-35	00 ☐	_____	→ 36	1 ☐	2 ☐	3 ☐	→ 37	1 ☐	2 ☐	3 ☐	→ 38-39	_____	40	_ _

					Big Game	Small Game	Water Fowl		Public Area (check one)	Private Area
g. Hunt (firearm)?	41-42	00 ☐	_____	→ 43	1 ☐	2 ☐	3 ☐ → 44 ☐	45 ☐	46 ☐ → 47	1 ☐ 2 ☐
h. Hunt (bow and arrow?)	48-49	00 ☐	_____	→ 50	1 ☐	2 ☐	3 ☐ → 51 ☐	52 ☐	53 ☐ → 54	1 ☐ 2 ☐
i. Target or trap shoot?	55-56	00 ☐	_____	→ 57	1 ☐	2 ☐	3 ☐ ———		→ 58	1 ☐ 2 ☐

					Developed Area (check one)	Wilderness or Remote Area
j. Go camping (ovemight)?	59-60	00 ☐	_____	→ 61	1 ☐	2 ☐
k. Picnic?	63-64	00 ☐	_____	→ 65	1 ☐	2 ☐

					Public Area (check one)	Private Area
l. Walk or hike for pleasure?	67-68	00 ☐	_____	→ 69	1 ☐	2 ☐
m. Go horseback riding?	71-72	00 ☐	_____	→ 73	1 ☐	2 ☐
n. Play team sports?	75-76	00 ☐	_____	→ 77	1 ☐	2 ☐
o. Golf?	79-80	00 ☐	_____	→ 8	1 ☐	2 ☐
p. Play tennis?	10-11	00 ☐	_____	→ 12	1 ☐	2 ☐
q. Go driving for pleasure?	14-15	00 ☐	_____	→ 16	1 ☐	2 ☐
r. Go bicycling?	17-18	00 ☐	_____	→ 19	1 ☐	2 ☐

OLDEST CHILD (Living at home)

19. 20-21 ☐ None (If none skip to page 7) Age of child _____ 20. 22 1☐ Male 2☐ Female

Please answer the following for each activity in which the oldest child (living at home) participates.

21. Do you:		Not at all	Approximate number of days in 30 day period		22. With whom: Alone	Family or Friends	Organized Group		23. Where (most often): Lake	River	Creek		Name of Facility		State	
a. Go power boating?	23-24	00☐	_____	→ 25	1☐	2☐	3☐	→ 26	1☐	2☐	3☐	→	27-28	_____	29	_____
b. Go sailing?	30-31	00☐	_____	→ 32	1☐	2☐	3☐	→ 33	1☐	2☐	3☐	→	34-35	_____	36	_____
c. Canoe?	37-38	00☐	_____	→ 39	1☐	2☐	3☐	→ 40	1☐	2☐	3☐	→	41-42	_____	43	_____
d. Swim?	44-45	00☐	_____	→ 46	1☐	2☐	3☐	→ 47	1☐	2☐	3☐	Pool 4☐ →	48-49	_____	50	_____
e. Fish?	51-52	00☐	_____	→ 53	1☐	2☐	3☐	→ 54	1☐	2☐	3☐	→	55-56	_____	57	_____
f. Waterski?	58-59	00☐	_____	→ 60	1☐	2☐	3☐	→ 61	1☐	2☐	3☐	→	62-63	_____	64	_____

								Big Game	Small Game	Water Fowl		Public Area (check one)	Private Area
g. Hunt (firearm)?	65-66	00☐	_____	→ 67	1☐	2☐	3☐	→ 68☐	69☐	70☐	→ 71	1☐	2☐
h. Hunt (bow and arrow)?	72-73	00☐	_____	→ 74	1☐	2☐	3☐	→ 75☐	76☐	77☐	→ 78	1☐	2☐
i. Target or trap shoot?	79-80	00☐	_____	→ 8	1☐	2☐	3☐	→			→ 9	1☐	2☐

								Developed Area (check one)	Wilderness or Remote Area
j. Go camping (ovemight)?	10-11	00☐	_____	→ 12	1☐	2☐	3☐	→ 13 1☐	2☐
k. Picnic?	14-15	00☐	_____	→ 16	1☐	2☐	3☐	→ 17 1☐	2☐

								Public Area (check one)	Private Area
l. Walk or hike for pleasure?	18-19	00☐	_____	→ 20	1☐	2☐	3☐	→ 21 1☐	2☐
m. Go horseback riding?	22-23	00☐	_____	→ 24	1☐	2☐	3☐	→ 25 1☐	2☐
n. Play team sports?	26-27	00☐	_____	→ 28	1☐	2☐	3☐	→ 29 1☐	2☐
o. Golf?	30-31	00☐	_____	→ 32	1☐	2☐	3☐	→ 33 1☐	2☐
p. Play tennis?	34-35	00☐	_____	→ 36	1☐	2☐	3☐	→ 37 1☐	2☐
q. Go driving for pleasure?	38-39	00☐	_____	→ 40	1☐	2☐	3☐		
r. Go bicycling?	41-42	00☐	_____	→ 43	1☐	2☐	3☐		

SECOND OLDEST CHILD (Living at home)

24. 44-45 ☐ None (If none skip to page 7) Age of child _____ 25. 46 1☐ Male 2☐ Female

Please answer the following for each activity in which the second oldest child (living at home) participates.

26. Do you:		Not at all	Approximate number of days in 30 day period		27. With whom: Alone	Family or Friends	Organized Group		28. Where (most often): Lake	River	Creek	Pool	Name of Facility		State	
a. Go power boating?	47-48	00☐	_____	→ 49	1☐	2☐	3☐	→ 50	1☐	2☐	3☐		→ 51-52	_____	53	_____
b. Go sailing?	54-55	00☐	_____	→ 56	1☐	2☐	3☐	→ 57	1☐	2☐	3☐		→ 58-59	_____	60	_____
c. Canoe?	61-62	00☐	_____	→ 63	1☐	2☐	3☐	→ 64	1☐	2☐	3☐		→ 65-66	_____	67	_____
d. Swim?	68-69	00☐	_____	→ 70	1☐	2☐	3☐	→ 71	1☐	2☐	3☐	4☐	72-73	_____	74	_____
e. Fish?	75-76	00☐	_____	→ 77	1☐	2☐	3☐	→ 78	1☐	2☐	3☐		→ 79-80	_____	8	_____
f. Waterski?	9-10	00☐	_____	→ 11	1☐	2☐	3☐	→ 12	1☐	2☐	3☐		→ 13-14	_____	15	_____

					Big Game	Small Game	Water Fowl		Public Area (check one)	Private Area (check one)
g. Hunt (firearm)?	16-17	00☐	_____	→ 18	1☐	2☐	3☐	→ 19☐	20☐	21☐ → 22	1☐	2☐
h. Hunt (bow and arrow)?	23-24	00☐	_____	→ 25	1☐	2☐	3☐	→ 26☐	27☐	28☐ → 29	1☐	2☐
i. Target or trap shoot?	30-31	00☐	_____	→ 32	1☐	2☐	3☐	→ 33			1☐	2☐

					Developed Area (check one)	Wilderness or Remote Area (check one)
j. Go camping (ovemight)?	34-35	00☐	_____	→ 36	1☐	2☐
k. Picnic?	38-39	00☐	_____	→ 40	1☐	2☐

					Public Area (check one)	Private Area (check one)
l. Walk or hike for pleasure?	42-43	00☐	_____	→ 44	1☐	2☐
m. Go horseback riding?	46-47	00☐	_____	→ 48	1☐	2☐
n. Play team sports?	50-51	00☐	_____	→ 52	1☐	2☐
o. Golf?	54-55	00☐	_____	→ 56	1☐	2☐
p. Play tennis?	58-59	00☐	_____	→ 60	1☐	2☐
q. Go driving for pleasure?	62-63	00☐	_____	→ 64	1☐	2☐
r. Go bicycling?	65-66	00☐	_____	→ 67	1☐	2☐

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LEISURE ATTITUDE-INTEREST QUESTIONNAIRE

29. Which words best describe **LaSalle County** as a whole (not your own geographic location)?

Place a check in the square according to the best description.

70 a. 1 — 2 — 3 — 4 — 5
Flat land **Rolling** **Hilly**

71 b. 1 — 2 — 3 — 4 — 5
Cornfields **Pasture** **Woodlands**

72 c. 1 — 2 — 3 — 4 — 5
Many rivers & creeks **Few rivers & creeks**

73 d. 1 — 2 — 3 — 4 — 5
Many lakes & ponds **Few lakes & ponds**

74 e. 1 — 2 — 3 — 4 — 5
Scenic **Ugly**

75 f. 1 — 2 — 3 — 4 — 5
Obvious planning **No planning**

76 g. 1 — 2 — 3 — 4 — 5
Sound use of natural resources **Extreme waste**

77 h. 1 — 2 — 3 — 4 — 5
Clean rivers **Heavy pollution**

78 i. 1 — 2 — 3 — 4 — 5
Clean air **Heavy pollution**

30. What would you take a visitor from another state or country to see on a drive through the LaSalle countryside?

79-80 _____

_____

31. What do you like least about the countryside of LaSalle County? _____

8-9 _____

_____

32. Now we would like to know how you feel regarding the function of a Conservation District and other related items. Here are a few statements. Check the box which corresponds to how you feel. (Answer every question as best you can.)

		Completely Disagree	Partially Disagree	Partially Agree	Completely Agree
10	a. The conservation district should purchase lands and leave them natural for wildlife refuges, nature study, and scenic enjoyment	1☐	2☐	3☐	4☐
11	b. The conservation district should acquire lands and preserve them in a completely undisturbed state	1☐	2☐	3☐	4☐
12	c. The conservation district should develop facilities such as swimming areas, campgrounds, marinas, golf courses, etc., on the lands it acquires	1☐	2☐	3☐	4☐
13	d. The conservation district should charge user-fees at its facilities	1☐	2☐	3☐	4☐
14	e. Fees should be higher for non-residents of LaSalle County	1☐	2☐	3☐	4☐
15	f. Private enterprise can do a better job of developing such facilities as lodging, marinas, golf courses, etc	1☐	2☐	3☐	4☐
16	g. Lands suitable for recreational use should be under public ownership	1☐	2☐	3☐	4☐
17	h. Federal assistance should be sought to help pay for the acquisition and development of conservation district facilities	1☐	2☐	3☐	4☐
18	i. The conservation district should assume the park and recreation function in parts of the county not served by an existing Park District or Recreation Commission	1☐	2☐	3☐	4☐
19	j. The conservation district should become involved in pollution control	1☐	2☐	3☐	4☐
20	k. The conservation district should become involved in lands which they do not own (through lease, easement, etc.)	1☐	2☐	3☐	4☐

LEISURE ATTITUDE-INTEREST QUESTIONNAIRE

33. Here are some additional statements. Check the box which tells how you feel about each statement.

		Not True	True
21	a. There are enough outdoor-oriented organizations in LaSalle County	1☐	2☐
22	b. There are plenty of outdoor recreational facilities in LaSalle County	1☐	2☐
23	c. The conservation district should hire personnel to conduct programs in outdoor education and recreation	1☐	2☐
24	d. Borrowing money is an appropriate way for a conservation district to secure funds for the development of facilities	1☐	2☐
25	e. I prefer to be more of a participant in leisure rather than a spectator	1☐	2☐
26	f. There should be more man made bodies of water in LaSalle County	1☐	2☐
27	g. Children have adequate opportunities to learn about nature	1☐	2☐

34a. Should the conservation district provide outdoor recreation facilities on the lands it shall acquire?

1☐ No (If no continue to 35)

28 2☐ Yes

b. If yes, which of the following? (check)

29☐ Picnic areas complete with shelter houses
30☐ Hiking trails
31☐ Bridle paths
32☐ Playground equipment in the picnic areas
33☐ Softball and baseball diamonds
34☐ Playfields that can be used for football, badminton, volleyball, croquet, or other similar games
35☐ Fishing and boating lakes
36☐ Natural swimming area with sand beach
37☐ Swimming pool
38☐ Golf course
39☐ Overnight lodging
40☐ Regulated hunting
41☐ Group camp areas
42☐ Archery and rifle ranges
43☐ Boat ramps
44☐ Nature centers
45☐ Winter sports such as ice skating, sledding and tobogganning
46☐ Tent and/or trailer campgrounds for short-term use (one week or less)
47☐ Tent and/or trailer campgrounds for long-term use (one week or longer)

48-49 Other: _____

50-51 _____

52-53 _____

Skip to next page

35a. Should the conservation district conduct organized programs on the lands it shall acquire?

54 1☐ No (If no continue to 36)
2☐ Yes

b. If **yes**, which of the following? (check all that apply)

55☐ Competitive sports
56☐ Handicrafts
57☐ Instructions in fishing, boating, swimming, etc.
58☐ Overnight group camping
59☐ Bicycle trips
60☐ Canoeing trips
61☐ Day camps
62☐ Outdoor education
63☐ Other (List)_____

_____

_____

36a. Do you go out occasionally on overnight camping trips?

64 1☐ No (If no continue to 37)
2☐ Yes

b. If **yes**, which type of campground do you prefer?

65 1☐ Primitive type with no marked sites where you set up at random within a specified area.
2☐ Primitive type with marked sites including driveway and picnic table, pit toilets, hand pumped wells, and no electrical outlets.
3☐ Improved type with marked sites including driveway and picnic table, flush toilets, running water, shower and laundry facilities, and electrical outlets.

37. Would you support a network of bicycle trails that connect the major population centers in the county with the Conservation District's properties and possibly other public recreational areas?

66 1☐ No 2☐ Yes

Please answer the following questions for **yourself** even though you are included earlier.

8-9 38. What is your age? _____

10 39. Are you: 1☐ Male? 2☐ Female?

11 40. Are you: 1☐ Married?
2☐ Single (never married)?
3☐ Divorced or separated?
4☐ Widowed?

LEISURE ATTITUDE-INTEREST QUESTIONNAIRE

41. Are there children living at home for which you did not have an answer sheet for activity estimates?

12 1☐ No (If no continue to 42)
2☐ Yes

13 a. Age of third child _____
14 b. Age of fourth child _____
15 c. Age of fifth child _____

42. How many years of education have you completed? (Circle the number of years.)

16-17 Grade school: 1 2 3 4 5 6 7 8

High school: 9 10 11 12

College: 1 2 3 4 5

43. What is the occupation of the chief wage earner of the household?

18-19 _____

44. How much was earned by all the adult members of the household last year? (check one)

20
1☐ Under $5,000
2☐ $5,000 to $7,999
3☐ $8,000 to $10,999
4☐ $11,000 to $13,999
5☐ $14,000 to $16,999
6☐ $17,000 to $19,999
7☐ $20,000 to $24,999
8☐ $25,000 to $29,999
9☐ $30,000 or more

45. How long have you lived in LaSalle County? (check one)

21
1☐ less than 1 year
2☐ 1 year
3☐ 2 years
4☐ 3 - 4 years
5☐ 5 - 6 years
6☐ 7 - 8 years
7☐ 9 - 10 years
8☐ 10 - 15 years
9☐ over 15 years

46a. Are there properties or natural features in LaSalle County that you feel are worthy of preservation and which should be in public ownership?

22
1☐ No
2☐ Yes

b. If yes, please name them

23-24 _____

_____

_____

Additional Comments:

☐☐☐☐☐1

ADULT QUESTIONNAIRE

DEPARTMENT OF RECREATION

HALIFAX, NOVA SCOTIA

1. How many hours do you work in an average week? If you do some work at home related to your job, include these hours. Housewives should figure time spent doing household activities, and university students should figure the time spent associated with school work. (check one)

____(1) None
____(2) less than 15 hours
____(3) 15 to 24 hours
____(4) 25 to 34 hours
____(5) 35 to 39 hours
____(6) 40 to 44 hours
____(7) 45 to 49 hours
____(8) 50 to 59 hours
____(9) 60 or more hours ☐(7)

2. How many hours in an average week do you spend doing volunteer work or attending meetings voluntarily? (such as Kinsman's, Lions, community work).

____(1) None
____(2) 1 to 5 hours
____(3) 6 to 10 hours
____(4) 10 to 15 hours
____(5) over 15 hours ☐

3. How many hours of uncommitted time away from work do you have on the average each week?

____(1) None
____(2) 1 to 5 hours
____(3) 6 to 10 hours
____(4) 10 to 15 hours
____(5) 15 to 25 hours
____(6) over 25 hours ☐

4. On the average, how many hours per day do you spent watching T.V.?

____(1) None
____(2) 1/2 hour
____(3) 1 hour
____(4) 2 hours
____(5) 3 hours
____(6) 4 hours
____(7) 5 hours
____(8) 6 hours or more ☐(10)

5. How much vacation time did you take in the last twelve months?

____(1) None
____(2) 1 week
____(3) 2 weeks
____(4) 3 weeks
____(5) 4 weeks
____(6) more than 4 ☐

6. When did you take most of your vacation during the last twelve months?

____(1) Jan.-Feb.
____(2) March-April
____(3) May-June
____(4) July-August
____(5) Sept.-Oct.
____(6) Nov.-Dec. ☐(12)

7. What part of your vacation did you spend in Halifax?

____(1) 0-2 days
____(2) 3-6 days
____(3) 7-13 days
____(4) 14-21 days
____(5) more than 21 days
____(6) all ☐

8. How did you spent most of your vacation during the last twelve months? (check all that apply)

____ travelling
____ visiting relatives and friends
____ at home (relaxing-working)
____ outdoor water sports
____ resort areas
☐☐☐☐ (14)
____ camping
____ work at other jobs
____ winter sports
____ other _____ ☐(22)

9. How many weekends during the last twelve months did you have free?

____(1) none
____(2) 1-12 weekends
____(3) 13-24 weekends
____(4) 25-36 weekends
____(5) 37-all ☐

10. How did you spend these free weekends? (check no more than three.

____ visiting friends, relatives
____ at home (relaxing, working)
____ outdoor activities (hiking, etc.)
____ resort areas
____ camping
☐☐☐☐☐ (24)
____ work at other jobs
____ winter sports
____ hobbies
____ indoor sports
____ social activities
____ others
_____
_____ ☐(36)

11. Which of the following means of transportation do you use to attend recreation activities located within the City of Halifax?

____ walk
____ bike
____ motorbike
☐☐☐ (37)
____ car or truck
____ taxi
____ bus
____ none (you don't attend) ☐(43)

12. Do transportation problems limit your participation in recreational activity in the city?

____ yes (1)
____ No (2) ☐(44)

13. Would an improved bus service allow you to partake more often in recreation programs?

____ yes (1) ____ no (2) ☐(45)

14. Would a reduced fee for bus service allow you to participate more often in recreation programs?

____ yes (1) ____ no (2) ☐

15. On what night would you prefer a recreation program sponsored by the Department of Recreation? Please list beginning with one (1) for your first preference and so on to seven (7) for your last.

____ None ☐(17)
____ Monday ☐
____ Tuesday ☐
____ Wednesday ☐(50)
____ Thursday ☐
____ Friday ☐
____ Saturday ☐
____ Sunday ☐
____ none of the above ☐(55)

16. What would be the most convenient time for you to participate in recreation programs? Please list from one (1) to four (4) in order of preference.

____ 9 a.m. to 11 a.m. ☐(56)
____ 1 p.m. to 3 p.m. ☐
____ 3 p.m. to 5 p.m. ☐
____ 7 p.m. to 10 p.m. ☐
____ you wouldn't participate ☐(60)

17. Would the lack of a baby sitter prohibit your participation in daytime recreation programs?

____ yes (1) ____ no (2) ☐

18. In your opinion which five groups most lack recreation activities in your area. (Please rank the first five in order. Place a 1 in front of the group most lacking, a 2 in front of the second group most lacking in recreation and so on to 5.)

____ preschool children ☐(62)
____ elementary school children ☐
____ junior high school children ☐
____ senior high school students ☐
____ college students ☐
____ young married women ☐
____ middle-age people ☐(68)
____ senior citizens ☐
____ single people ☐
____ young married men ☐
____ single parents ☐
____ non-school children ☐
____ young married couples ☐
____ other (specify) _____ ☐(75)

19. How far would you travel to a park having a playground and a sports field?

___(1) within 2 minutes
___(2) 5 minute walk
___(3) 10 minute walk
___(4) 15 minute walk
☐(76)

☐☐☐☐☐☐2

20. Check each of the following items your family has access to.

___ car ☐(7)
___ cottage or camp
___ camper or trailor
___ power boat
___ sail boat
___ snowmobile
___ membership in private club
☐(13)

21. Which of the following items of recreational equipment does your family own?

(14)
___ camera
___ X-country ski equipment
___ downhill ski equipment
___ bicycle
___ golf clubs
___ toboggan or sled
___ hunting equipment
___ fishing equipment
___ canoe
___ tennis racket
___ tent (not on wheels)
___ rackets (badminton, squash)
___ skates
☐(26)

22. Should the Department of Recreation provide instruction in the use of this equipment?

___ camera ☐(27)
___ downhill skiing
___ X-country skiing
___ archery equipment
___ snowmobiles
___ bicycle
___ boat
___ camping equipment
___ golf clubs
☐(32)

___ fishing
___ hunting
___ tennis
___ canoeing
___ other (specify)

_____

☐(40)

23. To which of the following do your family have membership?

___ Golf Club ☐(41)
___ Yacht Club
___ Tennis Club
___ Curling Club
___ Private Club (Recreational)
___ other (specify)

_____

☐(46)

24. We would now like to know how often you made use of the following in the past twelve months. Please circle the number of times you have used each area. As well please indicate whether you are aware of its existence.

	Number of times used in the 12 month period	Are you aware of its existence YES(1)	NO(2)	
Nearest Park	Last 12 months 0 1 2 3 4 5 6 7 8 9 10....	___	___	☐☐
Central Commons	Last 12 months 0 1 2 3 4 5 6 7 8 9 10....	___	___	☐☐
Playgrounds	Last 12 months 0 1 2 3 4 5 6 7 8 9 10....	___	___	☐☐
Public Tennis Courts	Last 12 months 0 1 2 3 4 5 6 7 8 9 10....	___	___	☐☐
Point Pleasant Park	Last 12 months 0 1 2 3 4 5 6 7 8 9 10....	___	___	☐☐
Citadel Hill	Last 12 months 0 1 2 3 4 5 6 7 8 9 10....	___	___	☐☐
Public Gardens	Last 12 months 0 1 2 3 4 5 6 7 8 9 10....	___	___	☐☐
Fort Needham	Last 12 months 0 1 2 3 4 5 6 7 8 9 10....	___	___	☐☐
Flemming Park (Dingle)	Last 12 months 0 1 2 3 4 5 6 7 8 9 10....	___	___	☐☐
Wanderers Grounds	Last 12 months 0 1 2 3 4 5 6 7 8 9 10....	___	___	☐☐
University Fields	Last 12 months 0 1 2 3 4 5 6 7 8 9 10....	___	___	☐☐
Other (name) _____	Last 12 months 0 1 2 3 4 5 6 7 8 9 10....	___	___	☐☐

List your favourite park _____ ☐(71)

WHY? _____

☐☐☐☐☐3

25. This question has to do with your interest in outdoor recreation activities. During the past year how often did you participate in any of the following activities? Also, check those activities in which you would like to participate more.

Frequency

1. every week
2. every 2-3 weeks
3. 6-12 a year
4. 1-5 a year
5. not at all

Frequency	Activity	Like to Part. More	
1 2 3 4 5	visit parks to relax	____	
1 2 3 4 5	go picnicking	____	(10)
1 2 3 4 5	(use) playground equipment	____	
1 2 3 4 5	team sports	____	
1 2 3 4 5	golfing	____	
1 2 3 4 5	playing tennis	____	
1 2 3 4 5	bicycling	____	(20)
1 2 3 4 5	motorcycle trail riding	____	
1 2 3 4 5	ice skating (hockey)	____	
1 2 3 4 5	skiing	____	
1 2 3 4 5	smowmobiling	____	
1 2 3 4 5	drive for pleasure	____	(30)
1 2 3 4 5	camping	____	
1 2 3 4 5	walking or hiking	____	
1 2 3 4 5	nature studying	____	
1 2 3 4 5	horseback riding	____	
1 2 3 4 5	power-boating	____	(40)
1 2 3 4 5	sailing	____	
1 2 3 4 5	canoeing	____	
1 2 3 4 5	swimming	____	
1 2 3 4 5	fishing or hunting	____	
1 2 3 4 5	badminton	____	(50)
1 2 3 4 5	tobogganing	____	
1 2 3 4 5	hunting	____	
1 2 3 4 5	other (specify) _____	____	(56)

26. What is the reason(s) you do not participate more in desired outdoor recreation? Check more than one if appropriate.

____ none
____ lack of time
____ lack of money
____ lack of facilities
____ lack of information
____ lack of ability or skill
____ lack of transportation
____ other
_____ (64)

4

27. Now here are some questions concerning specific indoor recreation activities. During the past year how often did you participate in any of the following. Also check those activities in which you would like to participate more.

1. every week
2. every 2-3 weeks
3. 6-12 a year
4. 1-5 a year
5. not at all

Frequency	Activity	Like to Part. More	
1 2 3 4 5	visit friends	___	
1 2 3 4 5	read a book	___	(10)
1 2 3 4 5	paint or draw	___	
1 2 3 4 5	crafts-woodworking, etc.	___	
1 2 3 4 5	play musical instrument	___	
1 2 3 4 5	go dancing	___	
1 2 3 4 5	work on lawn, garden, etc.	___	(20)
1 2 3 4 5	play cards, chess, bingo, etc.	___	
1 2 3 4 5	swim indoors	___	
1 2 3 4 5	attend movies	___	
1 2 3 4 5	attend plays, concerts	___	
1 2 3 4 5	attend art show, museums	___	(30)
1 2 3 4 5	go bowling	___	
1 2 3 4 5	attend adult classes	___	
1 2 3 4 5	go curling	___	
1 2 3 4 5	watch T.V.	___	
1 2 3 4 5	attend fairs, exhibits	___	(40)
1 2 3 4 5	go to library	___	
1 2 3 4 5	window shopping	___	
1 2 3 4 5	sewing, needlepoint, etc.	___	
1 2 3 4 5	relax, do nothing	___	
1 2 3 4 5	be with family	___	(50)
1 2 3 4 5	team sports	___	
1 2 3 4 5	badminton	___	
1 2 3 4 5	keep fit classes	___	(56)
1 2 3 4 5	judo, karate, body building	___	
1 2 3 4 5	other		
1 2 3 4 5	_____	___	
1 2 3 4 5	_____	___	

28. In connection with indoor recreation activities for those activities of which you would like to do more, what limits your participation?

___ lack of time
___ lack of money (cost)
___ lack of transportation
___ lack of facilities
(63)

___ lack of information
___ lack of ability or skill
___ other (specify)
_____
(70)

5

29. We would like to know, in general, what might prevent your participation to a greater extent in recreation activities. Please indicate your agreement or disagreement with each of the statements as they apply to you.

	Completely Agree	Partially Agree	Partially Disagree	Completely Disagree	No Comment	
A. You do not have enough time	1	2	3	4	5	☐
B. You cannot afford the cost of equipment	1	2	3	4	5	☐
C. Adequate and convenient transportation is not available	1	2	3	4	5	☐
D. The facilities are not available	1	2	3	4	5	☐ (10)
E. You are not informed of coming events or programmes that the Department of Recreation might offer	1	2	3	4	5	☐
F. You never have the energy	1	2	3	4	5	☐
G. You do not have the skills	1	2	3	4	5	☐
H. You are not interested in what is available	1	2	3	4	5	☐
I. Few if any of your friends or relatives are willing to participate with you	1	2	3	4	5	☐
J. You feel participation in these things is not important	1	2	3	4	5	☐
K. You are satisfied with present interests	1	2	3	4	5	☐
L. You do not like organized activity	1	2	3	4	5	☐
M. You do not know how to do many of the activities	1	2	3	4	5	☐ (19)

30. We would like to know how you feel about your community, its Parks and Recreation system and other related items in the following statements.

	Completely Agree	Partially Agree	Partially Disagree	Completely Disagree	No Comment	
1. I am satisfied with the Park facilities in my area.	1	2	3	4	5	☐(20)
2. The quality of leadership provided by the Department of Recreation is good.	1	2	3	4	5	☐
3. There are sufficient opportunities for children to use their free time constructively.	1	2	3	4	5	☐
4. The type and quality of activities for teens is good.	1	2	3	4	5	☐
5. More park and recreational space is needed in my area.	1	2	3	4	5	☐
6. The quality of maintenance of parks is good.	1	2	3	4	5	☐
7. The Departmentof Recreation should charge user fees at City owned facilities.	1	2	3	4	5	☐
8. The recreation opportunities for senior citizens of Halifax are adequate.	1	2	3	4	5	☐
9. Fees charged for Department of Recreation programs should be higher for non-residents.	1	2	3	4	5	☐
10. I need more information about the activities offered by the Department of Recreation.	1	2	3	4	5	☐
11. I would be willing to volunteer my time to help supervise Department of Recreation programs.	1	2	3	4	5	☐
12. I would use a boat rental facility in Halifax if available.	1	2	3	4	5	☐(31)

	Completely Agree	Partially Agree	Partially Disagree	Completely Disagree	No Comment	
13. I would use a public marina in Halifax.	1	2	3	4	5	☐ (32)
14. More sports fields are needed in my area.	1	2	3	4	5	☐
15. I would use a public golf course.	1	2	3	4	5	☐
16. There should be less organized recreation for adults.	1	2	3	4	5	☐
17. There should be public eudcation telling how you should use your free time.	1	2	3	4	5	☐
18. There should be more public education of how you could spend your free time.	1	2	3	4	5	☐
19. Family recreation is important to our family.	1	2	3	4	5	☐
20. I would take lessons in art, ballet, music, drama and other creative and artistic efforts if available.	1	2	3	4	5	☐
21. There should be more sport and activity programs for youth.	1	2	3	4	5	☐
22. There should be more tennis courts in my area.	1	2	3	4	5	☐
23. There is an adequate number of playgrounds in my area.	1	2	3	4	5	☐ (42)

31. Please answer the following questions yes or no.

	Yes(1)	No(2)	
(1) Do you use school facilities for recreation?	___	___	☐
(2) Do you usually travel out of the City on 'long weekends'?	___	___	☐(44)
(3) Do you use the Department of Recreation Community Centers?	___	___	☐
(4) Do you participate in any Department of Recreation programs?	___	___	☐
(5) Would you be likely to use a campground close (5 miles) to the City of Halifax?	___	___	☐
(6) Are you aware that school facilities are available for public use for a fee?	___	___	☐(48)

32. The following table indicates the portion of your tax dollar which goes toward supporting recreation in the City of Halifax. This includes the Department of Recreation, Public Gardens, Centennial Pool, Forum Commission, Point Pleasant Park and others.

Would you please circle the assessment value closest to that of your home and answer the question which follows.

	Assessed Value	Taxes Paid	Taxes to Recreation
1	$10,000.00	$ 279.77	$10.67
2	20,000.00	559.54	21.34
3	30,000.00	839.31	32.01
4	40,000.00	1,119.08	42.68
5	50,000.00	1,398.85	53.35
6	60,000.00	1,678.62	64.02
7	70,000.00	1,958.39	74.69

☐(49)

Do you consider your contribution to City recreation to be:

___(1) Too high
___(2) About right
___(3) Not enough ☐(50)

The Watershed Lands are a large parcel of land (approximately 2,500 acres) northwest of Halifax (the Bicentennial Highway runs through them) from which the City draws its water supply. In the near future the City of Halifax will be switching from the Watershed Lands to the Pockwock water system for its supply of water, freeing the Watershed Lands for various other uses including industrial, residential and recreational use. We would like to know your opinion on how these lands should be used for recreation.

33. (a) Should the Department of Recreation provide outdoor facilities on the watershed lands?

____ no (1) (continue to 34)
____ yes (2) ☐(51)

33. (b) If yes, which of the following would you use:

1) ____ picnic areas complete with shelter houses ☐
2) ____ hiking trails ☐
3) ____ bridle paths (horses) ☐
4) ____ playground equipment in picnic areas ☐
5) ____ softball and baseball diamonds ☐
6) ____ playfields for football, badminton, volleyball, croquet, etc. ☐
7) ____ fishing and boating lakes (no power) ☐
8) ____ natural swimming area with sand beach ☐
9) ____ swimming pool (artificial) ☐(60)
10) ____ golf course ☐
11) ____ overnight lodging ☐
12) ____ regulated hunting ☐
13) ____ group camp areas ☐
14) ____ archery and rifle ranges ☐
15) ____ boat ramps ☐
16) ____ nature centers and trails ☐
17) ____ winter sports - ice skating, tobogganning, sledding ☐
18) ____ cross country ski trails ☐
19) ____ tent and/or trailor campgrounds for short-term use (one week or less) ☐(70)
20) ____ tent and/or trailor campgrounds for long-term use (one week or longer) ☐
21) ____ other _____ ☐(72)

34. (a) Should the Department of Recreation conduct organized programs on the Watershed Lands?

____ (1) no (continue to question 35)
____ (2) yes ☐(7)

34. (b) Which of the following would you participate in if available on the watershed lands?

1) ____ competitive sports ☐
2) ____ handicrafts ☐
3) ____ instruction in fishing, hunting, boating, swimming, etc. ☐ (10)
4) ____ overnight group camping ☐
5) ____ bicycle trips ☐
6) ____ canoeing trips ☐
7) ____ day camps ☐
8) ____ outdoor education ☐
9) ____ other _____ ☐(16)

Please answer the following questions as they pertain to yourself. Such information will be used to analyze the different needs of various population groups and the randomness of the sample. They are of a personal nature, do not feel obligated to answer.

35. What is your age:

____(1) under 18
____(2) 18-24
____(3) 25-35
____(4) 36-50
____(5) 51-64
____(6) 65 or older ☐

36. How many children under 18 live in your household with you? (check one)

____(1) none
____(2) one
____(3) two
____(4) three
____(5) four
____(6) five
____(7) six to ten
____(8) ten or more ☐

37. How many persons in your household? (check one)

____(1) one
____(2) two
____(3) three
____(4) four
____(5) five
____(6) six to 10
____(7) ten or more ☐

38. What was the highest level of school completed?

____(1) no school
____(2) grade 8 or less
____(3) some high school
____(4) high school graduate
____(5) some college
____(6) college graduate
____(7) post-graduate study

☐(20)

39. What is your occupation?

___(01) professional or technical
___(02) manager, official or proprietor
___(03) clerical or sales worker
___(04) craftsman or foreman
___(05) operative or laborer
___(06) service worker
___(07) homemaker
___(08) student
___(09) military
___(10) unemployed

☐

40. What are the occupations of the other wage earners in your household if not the same as above?

1. _____
2. _____
3. _____

☐
☐
☐(24)

41. What was your total family income before taxes in 1974?

____(1) 0-5,000
____(2) 5,000-10,000
____(3) 10,000-15,000
____(4) 15,000-20,000
____(5) 20,000-30,000
____(6) above 30,000

☐

42. How long have you lived in Halifax?

____(1) less than 1 yr.
____(2) 1 year
____(3) 2 years
____(4) 3-4 yrs.
____(5) 5-6 yrs.
____(6) 7-9 yrs.
____(7) 10 to 15 yrs.
____(8) 15 yrs. or more
____(9) all my life

☐

43. What additional facilities would you use if available in Halifax?

_____ ☐

44. In your opinion what are the major inadequacies or problems with the Department of Recreation Programs. _____

_____ ☐

45. What improvements or changes would you recommend for the Department of Recreation? _____

_____ __

46. Any other comments or information you would like to give regarding the recreation services of the City of Halifax?

_____

_____ __ (30)

47. Do you or does a member of your family have an impairment which requires special recreational services from the City of Halifax?

____yes (1) ____no (2) __ (31)

The American Alliance for Health,
Physical Education, Recreation,
and Dance
1900 Association Drive
Reston, Virginia 22091

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